

**DEVELOPING
READING MATERIALS USING A GENRE-BASED APPROACH
FOR THE NINTH GRADE STUDENTS OF SMPN 1 DEPOK
IN THE FIRST SEMESTER**

A THESIS

Submitted as Partial Fulfillment of the Requirements for Attainment
of *Sarjana Pendidikan* in English Language Education



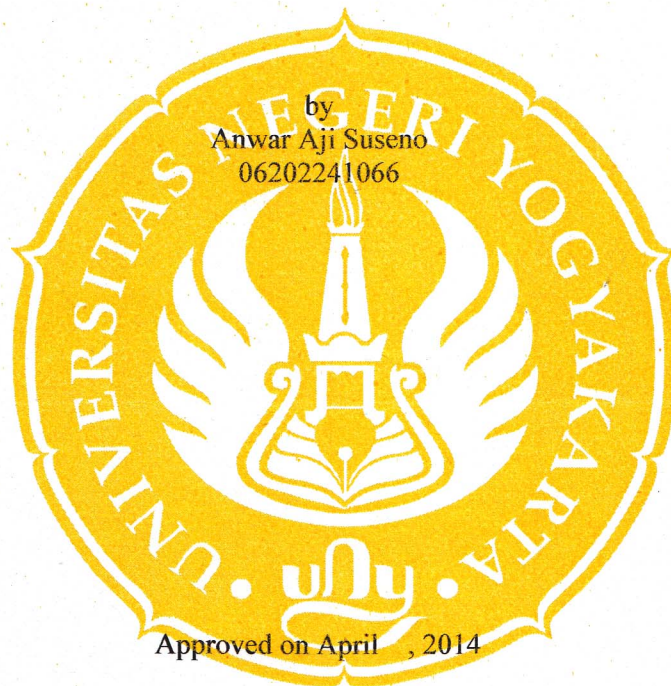
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FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2014**

APPROVAL

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A Thesis



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RATIFICATION

DEVELOPING

READING MATERIALS BY USING A GENRE-BASED APPROACH

FOR THE NINTH GRADE STUDENTS OF SMPN 1 DEPOK

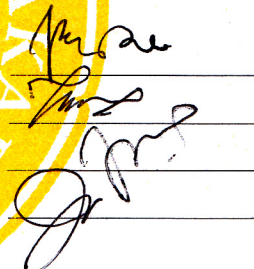
IN THE FIRST SEMESTER

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Accepted by the Board of Examiners of Faculty of Language and Arts,
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Requirements for the Attainment of *Sarjana Pendidikan* Degree
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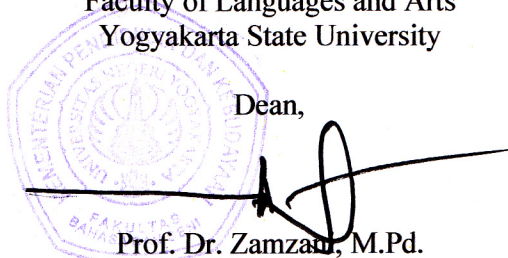
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya dan sepanjang pengetahuan saya tidak berisi materi yang dipublikasikan atau ditulis oleh orang lain atau telah digunakan sebagai persyaratan penyelesaian studi di Perguruan Tinggi lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan tersebut tidak benar, maka hal itu menjadi tanggung jawab saya.

Yogyakarta, April 2014

Penulis,



Anwar Aji Suseno

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MOTTOS

“Nearly! But in football term nearly is nowhere!”.

-John Champion

DEDICATION

This thesis is genuinely dedicated to:

- *My mother Mrs. Sutarti and my father, Mr. Suwardi,*
- My three big brothers, Eko Nur Wahyudi, Robert Cahya Hadi and Galih Suryo tri Wibowo,
- My friends: Wawan, Rizka, Imam, Hari, Yani, Taufik, Rahmat, and
- Windiawati Kusuma.

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being outstanding. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, April 2014



Anwar Aji Suseno

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ABSTRACT

The objectives of this research are to find out the learning needs of the ninth grade students of SMPN 1 Depok in improving their reading skills and to develop suitable reading learning materials using genre-based approach for the ninth grade students of SMPN 1 Depok in the first semester.

This study is categorized into research and development (R&D). This study was conducted at SMPN 1 Depok. The steps of this research were needs analysis, planning, writing the course grid, developing the first draft, evaluating and revising the first draft. The results of the data were in the form of quantitative data obtained using questionnaire and qualitative in the form of open-ended questions. The reading learning materials were revised based on the experts' suggestions.

The learning materials consist of two units. The first unit is about report text. The topic is Indonesian wildlife. The second unit is about procedure text. The topic is Indonesian cuisine. The development of the tasks adapted from stages of the teaching/learning cycle by Callaghan and Rothery (1988). This study indicated that appropriate English reading materials for SMPN 1 Depok have the following features. The input texts used in the materials is about daily activities. Regarding the procedure, answering the text questions, finding the meaning of the vocabulary, find detail information of each paragraph, understanding the generic structure of each text were appropriate. Individual work, pair work and group work were the appropriate setting. Being active participant was an appropriate learner's role. The teacher's role is a prompter, facilitator, controller, and organizer. The result of the data computation of the expert judgment shows that the category of the designed learning material is very good.

Key Words: Reading, Learning material, Genre-based approach, Junior high school.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Based on the curriculum in Indonesia, the English lesson for junior high school aims at developing the communicate competence in both spoken and written English. There are four skills that should be mastered; they are: listening, speaking, reading, and writing. English learning process is directed to develop these skills so that graduates are able to communicate in English at a certain level of literacy.

The level of literacy includes performative, functional, informational, and epistemic. At the performative level, people are able to read, write, listen, and talk with the symbols used. At the functional level, students are expected to have the ability to use the language to meet the needs of daily living such as reading newspapers, manuals or instructions. The target of the English learning process in junior high school is that learners can achieve the functional level to communicate orally and to write to resolve everyday problems.

One of four language skills that students have to achieve is reading skill. Reading can help people to comprehend their environment. The teacher needs an appropriate and effective reading learning materials to help them teach the students effectively. The teacher has to design the learning materials carefully considering that learning materials are important to

make the teaching learning process run well and to achieve the goal of the learning.

However, there are problems during English teaching and learning process in school that the researcher found. One of the problems found in the field is the lack of appropriate learning materials. There are so many inappropriate learning materials in bookstores with incorrect grammar, blurry pictures and unclear instructions. The worksheet mostly did not have authentic text. The materials did not fulfill the learners' needs. Sometimes teacher didn't pay attention to the content detail and got difficult using those materials in the teaching process. Inappropriate learning materials will make students easily bored and confused.

In junior high schools, students usually learn reading by answering few questions about the main idea of a text. Students should read the text without having preparation or understanding about the text type, function or linguistic features. This subjective activity is repeatedly every meeting, causing students get bored and have low motivations.

One of the efforts to improve the quality of students' reading skill is providing the students with appropriate reading learning materials. In this case, Genre-based approach provides stages and strategies to help students have better understanding about text-type. Learning materials need to be developed on the basis that the teacher needs innovative learning materials and the learning materials will be a guidance in the teaching-learning process.

Based on those reasons, creating learning materials is worth doing. This research tried to develop reading learning materials which one based on Genre-Based Approach that can be used in the English teaching learning process.

B. Identifications of the problems

From the observation done by the researcher, several problems related to the reading skill are found. The researcher then collected the problems related to the needs of developing this learning materials. These problems were eliminated and chosen in limitation of the problems and discussed in this research.

The first problem was the students' low motivation in reading. Most of the students had problems with vocabulary mastery and it made them got difficulty in understanding the content of written materials. Furthermore, the students had problems in determining the main ideas that made them incapable to catch the detailed information of a text. As a result, the students had low motivation in reading. It showed from their behavior during the lesson. Most of the students did not pay attention to the text, but they talked to their classmate or played with their book.

The second problem is the students have difficulty in understanding text types in English. Most of the students do not know the kind of text types. They also did not understand the language features in English text.

The third problem is the lack of appropriate reading learning materials. The English reading materials do not meet the students' needs. Teachers have difficulties to provide reading materials which are suitable for their students' needs and interest. The materials that are used by the junior high school teacher is inappropriate, using non-authentic texts, blurry pictures and unclear instructions.

C. Limitation of the Problem

Due to the limitation on the part of the researcher, this research focus on developing reading learning materials based on Genre-Based Approach for the ninth grades students of SMPN 1 Depok in the first semester.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problems, the research problems can be formulated as follows.

1. What are the students' learning needs to improve the reading skill for the ninth grade students of SMPN 1 Depok in the first semester?
2. How to develop suitable English reading materials for the ninth grade students of SMPN 1 Depok in the first semester?

E. Objective of the Research

Based on the limitation of the problems above, the objectives of the research are also formulated as follows:

1. to find out the learning needs of the ninth grade students of SMPN 1 Depok in improving their reading skills, and
2. to develop reading learning materials suitable based on the genre-based approach for the ninth grade students of SMPN 1 Depok in the first semester.

F. Specification of the Product

The product of this research is a set of learning materials consisting of two units of reading materials for the first semester of ninth grade students of SMPN 1 Depok.

G. Significances of the Research

1. Theoretical Significance

To the English Department, this research is expected to give deeper understanding on the Genre-Based Approach, and how to implement them in developing English learning materials, especially in teaching reading to the ninth Junior High School students.

2. Practical Significances

- a. For English teachers

This learning materials can be used as the reference to improve the creativity of the teacher in developing student materials. They can also use this materials in the learning process.

b. For the students

The results of this research hopefully will be useful for students in their English learning.

c. For other researchers

The result of the research can be a reference for other researchers who want to develop a reading materials based on Genre-Based Approach.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

This chapter discusses some theories, and technical terms. Afterwards, the conceptual framework for this study is drawn.

A. Theoretical Review

1. Reading

a. The Nature of reading

Reading is one of English skills which are crucial in language learning besides listening, writing, and speaking. The reading ability affects the other skills ability. There are some definitions of reading. Based on Moreillon (2007: 10), reading can be simply defined as making meaning from print and from visual information. However, it is not as simple as what imagine. Reading is an active process that requires a great deal of practice and skill. It is a complex task which seems to go on inside people's heads. In order to be readers, learners must take their ability to pronounce words and to "read" pictures and then make the words and images mean something.

According to Carell (1988: 12), reading is defined as a receptive process. It is a psycholinguistic process in that it starts with linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. It means that writer propose their intended meaning in their literary works to be readers so that the readers can build their own perspective about the meaning of the texts they read. Moreover, she states that the ability to recognize text genres and various

distinct text types is one of the important reading processes. Hence, in a reading process, readers are expected to be able to recognize text types in the beginning and then they continue to understand the meaning of the text they read.

Furthermore, Nunan (2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that readers' background knowledge take an important role in the reading process and affects the success of reading comprehension.

In addition, Urquhart and Weir (1998) define reading as “the process of receiving and interpreting information encoded in language form via the medium of print.” In this definition, reading is put forward as the process of decoding a received message. The ways of a reader decoding the message have been researched for years in order to find out an effective method in teaching reading skills. To sum up, reading is a process between a reader and a text to create meaning from the printed and written material.

b. Teaching reading

For years, many researchers have been taking reading skill as their research focus. The findings of these studies, to some extent, have affected the teaching approaches of reading skill. Some of the highlighted findings are bottom up and top-down processing, and interactive reading. Those models of processing are used as considerations for the teacher in deciding ways to teach reading in the language classroom.

Brown (2001: 299) suggests that the bottom-up processing is a model of reading method in which the readers have to recognize the linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers, etc., and build them in some sort of order to derive the meaning of the text. In this model, the readers start the process of deriving meaning from the lowest level of the linguistics signals (a symbol) to the higher ones (the strings of symbols) which are identified as word and so on until they recognize the largest cluster of symbols (a sentence). The meaning is expected to come naturally as the readers select the sensible signals within the text based on their prior knowledge of linguistic signals coherently.

The top-down processing is a model of reading process which emphasizes the readers' experiential background or storage knowledge in their memory to construct meaning from the text. As put forward by Goodman (1967) in Li, et al. (2007), the goal of reading is to build meaning in response to the text in which the interactive use of graph phonic, syntactic, and semantic cues are needed.

In the bottom-up processing suits the readers who have good knowledge of linguistic signals (vocabulary, grammar, and syntax). On the other hand, the top down processing suits the readers who have a good interpretation ability to predict the meaning exists in the text. However, the readers need both those two models to derive the meaning from the text as well as possible so they can dig information from the text as expected.

In association with the fact that both models are needed by the readers, then, a model which combines the bottom-up and the top-down processing model

emerges, namely interactive reading. Rumelhart (1980) in Li, et al. (2007) suggest that in the interactive reading process both the bottom-up and the top-down models of reading processing occur at the same time. The readers use the bottom-up processing when they need to comprehend a text and turn to the top-down processing when they need to interpret the content of the text. Then, the prediction will be accepted or rejected after the further analyses find the confirmation.

c. Reading Skills

Reading processes is related to develop skills. The readers will develop their reading skill after reading effectively. Harmer (2001: 201) conveys several skills of reading as follows:

1) Identifying the topic.

The readers' background knowledge will be connected to the topic in building knowledge about the text.

2) Predicting and guessing.

The readers predict what will come next and then may guess the content of the text.

3) Reading for general understanding.

Without worrying the detail, the readers will be able to get the idea of the text and simply understand it.

4) Reading for specific information.

The readers read the text in order to get the specific detail of the text.

5) Reading for detailed information.

The readers practice this skill when the purpose of the reading process is to understand everything in detail.

6) Interpreting text.

The readers are able to see what the purpose of the text using variety of clues to understand what the author means.

There are 14 reading skill list according to D.H. Brown. They are often overlap with each other slightly. Each of one those skills could be individually tested, or form the basis of distinct practice activities. In Brown's list, the first on the list is essentially recognizing the alphabet, and automatically understanding how it combines into words. As he moves down the list, the skills build upon each other, becoming increasingly based on understanding larger meaning.

Micro-skills for Reading Comprehension:

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement) patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.

- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro-Reading Skills for Comprehension:

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

In general, the fourteen reading skills above can be classified into six big categorization, are: identifying the structures of a text, identifying the context of a text, identifying the meaning, recognizing the reading speed, identifying the communicative function, and applying the reading strategies.

d. Teaching Reading at Junior High School

Besides considering the students' model of processing in learning, students' ages should be considered well to succeed the reading teaching and learning. Students from the different ages have the different characteristics, competencies, and cognitive skills so that they also need different teaching methods and learning materials.

Junior high school students are at adolescent age. Penny Ur in Harmer (2001: 38) proposes that students at that age are the best overall language learners. However, they are unmotivated and uncooperative learners. That disruptive behavior in the process of learning a language makes them become a poor language learner and also cause discipline problems in the class. The boredom in the classroom is the main reason (Harmer, 2001: 37-38). A set of various materials can engage them out of the boredom and make them enjoy and concentrate in their process of learning.

In relation to this matter, the national ministry of education has arranged regulations which standardize the national curriculum. In the national curriculum, the standard of competence and basic competence of English teaching and learning for each grade has been regulated. The national curriculum is expected to be a guideline for the teachers in making decisions about how they teach and what learning materials they will use to teach senior high school students.

The following table presents the standard of competence and basic competence of reading skill for Ninth grade students of junior high school in the first semester according to BSNP 2006.

Table 1: Standard of Competence and Basic Competence of Reading Skill for the Ninth Grade Students of Junior High School in the First Semester

Standard of Competence	Basic Competence
1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> untuk berinteraksi dalam konteks kehidupan sehari-hari	<p>5.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dan <i>report</i> dengan ucapan, tekanan dan intonasi yang berterima</p> <p>5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</p> <p>5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>procedure</i> dan <i>report</i></p>

The table shows that, in the reading teaching and learning, the first semester of the ninth grade students of junior high school are expected to achieve the competency of understanding the written language to access knowledge. The written language used as the reading learning materials are very short functional text such as reports, procedure, etc.; and essay in the form of descriptive and procedure.

2. Developing English Learning Materials

a. Definitions of Learning Materials

A learning material is anything which is used by teachers or learners to facilitate the learning of language. Material could be books, pictures, charts, cassettes, video, workbooks or photocopied exercises. They could also be newspaper, food packages, photographs, instruction given by the teacher, or task written on cards (Tomlinson, 1998). They can provide an experience of the language in use or they can help learner to make discoveries about the language for themselves. English learning material should cover listening, reading, speaking and writing.

According to Allwright in Kitao and Kitao (1997), materials should teach students to learn. It should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do.

Materials are, in fact, provide concrete models of desirable classroom practice, they act as curriculum models, and at their very best they fulfill a teacher's development role. Therefore, the kind of materials will influence the learning of language.

b. Criteria of Good Materials

The principles of good learning materials should be considered in developing the learning materials. Hutchinson and Waters (1987: 107-108) identify some principles which will guide in writing the materials.

- 1) The materials provide a stimulus for learning. Good materials do not teach: they encourage learners to learn.
- 2) Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt. Good materials should provide a clear and coherent unit structure.
- 3) Materials embody a view of the nature of language and learning.
- 4) Materials reflect the nature of the learning task.
- 5) Materials can have a very useful function in broadening the basis of teacher training, by introducing teacher to new techniques.
- 6) The materials provide models of correct and appropriate language use.

This is important to know that the materials are good or not. Tomlinson (1988) identifies criteria of good materials as follows:

- 1) Materials should achieve impact. Good materials should have impact for the learners. The impact of materials can be noticed from the effects on the learners, such as their attraction, intention, and interest in the materials.
- 2) Materials should help learners to feel at ease. The materials that make the students be confidence are those which are not difficult to solve.
- 3) Materials should expose the learners to language in authentic use. In order to make the learners produce the authentic language use, the comprehensible and authentic input should be used.

- 4) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes. Good materials should facilitate the learners in negotiating of meaning. So the learners are forced into using the target language.
- 5) Materials should not rely too much on controlled practice. The materials should be varied from the guided tasks, semi guided task, to production task. They should be arranged in balance.

c. Materials Development

Tomlinson (2008) affirms that materials development refers to anything which is done by writers, teachers, or learners to provide sources of language inputs and to exploit those sources to promote language learning. It consists of writing textbooks, telling stories, bringing advertisements into the classroom, expressing an opinion, providing samples of language use, reading a poem aloud, etc. In line with Tomlinson, Graves (2000) defines that materials development means creating, choosing or adapting, and organizing materials and activities so that the students can achieve the objectives that will help them reach the goals of the course.

In developing the material, there are also some approaches that should be followed by the teacher in order to help the students to achieve the principled consistency in a very efficient way. Hall (1995) in Tomlinson, Graves (2000) mention some approaches in preparation for developing a material, they are:

- 1) articulating the main theories of language learning,
- 2) listing the target learners,

- 3) listing objectives and aims,
- 4) listing the procedures which could help to match the theories, the profile, the objectives and the aims in principled ways, and
- 5) developing a flexible unit framework using procedure from the list.

There are some advantages of the materials that are developed by the teacher which are mentioned by Tomlinson, Graves (2000):

- 1) the direct relevance of the materials to the target learners.
- 2) the potential for personalization.
- 3) the awareness of the writers of the characteristics of the target context of learning.
- 4) the easy availability of local instructions, literature, song etc.
- 5) the ability to get feedback from the actual target users.
- 6) the benefits in terms of personal and professional development for the writers of the materials.

3. Genre-Based Approach

a. The Nature of Genre

Genre refers to abstract, socially recognized ways of using language. Hammond and Derewianka (2001) define the genre-based approach as the way to language and literacy education that combines an understanding of genre and genre teaching together.

Swales (1990: 58) identified a genre as “a class of communicative events, the members of which share some set of communicative purposes.” His definition

offers the basic idea that there are certain conventions or rules which are generally associated with a writer's purpose.

Besides, Martin (1984, as cited in Kay and Dudley- Evans (1998: 309) presented these circumstances as examples of genres: buying fruits, telling a story, writing a diary, applying for a job interview, writing an invitation letter, and so on. Swales (1990) and Martin (1984), as cited in Kay and Dudley- Evans (1998: 309) shared an essential viewpoint that all genres control a set of communicative purposes within certain social situations and that each genre has its own structural quality according to those communicative purposes. In relation to several definitions above, Derewianka (2001) gives a simple definition that genre can be defined as, "The schematic structure of a text which helps it to achieve its purpose."

Dealing with several definitions above, the researcher can infer that genre is a term for an organized concept and technique which has purposeful and meaningful constructed activities, and it also has grammatical forms, stages and aimed orientation to create a particular text types both in oral and written according to the situations.

b. Text-Based Curriculum and Genre Approach

According to Lin (2006: 2) in Genre-Based Approach, teaching and learning focus on the understanding and production of selected genres of texts. Teaching and learning around text genres has become increasingly influential in mainstream ELT in a number of situations, including "primary, secondary, tertiary, professional and community teaching contexts" involving native speakers of English as well as ESL and

EFL learners”. Furthermore, explanation from Gao (2007: 5) says that genre approach shows a powerful response to the deficit of process models.

Genre-based approach begins with the whole text as the unit in focus rather than the sentence. The focus on the whole texts implies that there is the higher level of order and patterning in language than just in a sentence-grammar at the level of discourse organization and meta-patterning of grammatical features. A Genre-based approach emphasizes that this higher order must be attended to for effective language use. The specification of genres to be taught is based on the classification used by many systemic functional linguists, especially in application to classroom teaching of English (Lin, 2006).

Gee (2005) states that genre presented a stage or goal – oriented social process: “genres are refer to as the social process because members of culture interact with each other to achieve them; as goal oriented because they have evolved to get things done; as staged because it is usually takes more than one step for participants to achieve their goals”.

Feeze and Joyce (2002: 24) indicate that: “Approaching language learning from the perspective of texts requires an accompanying methodology which can enable the students’ knowledge and skills to deal with spoken and written texts in social contexts”. They also suggest that genre approach is the most effective methodology for implementing a text-based curriculum. There are three assumptions underlying this method.

First, learning language is a social activity, and is the outcome of collaboration between the teacher and the student and between the student and the other students in the group. Halliday (2007) describes language learning as “learning how to mean and

to expand one's meaning potential". He proposes a language learning model with three outcomes: students learn language, students learn through language, students learn about language. This model of language learning shows that social interaction enables language students to develop: a resource for making meaning, a tool for interpreting and organizing reality, knowledge about language.

Second, learning occurs more effectively if teachers are explicit about what is expected of students. Many educators are proposing more principled approaches to teaching and learning based on a "visible pedagogy" (Bernstein 1990:73) which clearly identifies what is to be learned and what is to be assessed. The genre approach is concerned with providing students with explicit knowledge about language.

Third, the process of learning is a series of scaffold development the developmental steps which address different aspects of language. The methodology applied within the genre approach is based on the work of the Russian psychologist Vygotsky (1934/1978) and the American educational psychologist Bruner (1986). Vygotsky proposed that each learner has two levels of development: a level of independent performance, and a level of potential performance. The gap between these two levels which Vygotsky called "the zone of proximal development" (ZPD) (Feeze and Joyce 2002: 25-26).

A learning model based on Vygotsky concepts of development suggest two things about language learning:

- 1) If a teacher is only concerned with what student can already do with language i.e. with their existing level of independent performance, then the students will never progress.
- 2) If a teacher supports students so that they move through the zone of proximal development to their potential level of performance, real learning and progress is possible.

Hyland (2004: 10-11) elaborates the advantages of genre based instruction that can be summarized as follows.

Genre teaching is:

- 1) Explicit. It makes clear what is to be learned to facilitate the acquisition of writing and reading skills.
- 2) Systematic. It provides a coherent framework for focusing on both language and contexts.
- 3) Needs-based. It ensures that course objectives and content are derived from student's needs.
- 4) Supportive. It gives teacher a central role in scaffolding student learning and creativity.
- 5) Empowering. It provides access to the patterns and possibilities of variation in valued texts.
- 6) Critical. It provides the resources for students to understand and challenge valued discourses.
- 7) Consciousness raising. It Increases teacher awareness of texts and confidently advise students on their reading.

c. The Teaching/Learning Cycles

Susan Feez (2002) explains five cycles in Genre-Based learning process. The cycle of teaching and learning activities in the genre approach consists of a number of stages which the teacher and students go through so that students gradually gain independent control of a particular text-type.

Figure 1 represents the teaching/learning cycle which has been used successfully in the field of adult TESOL (Teachers of English to Speakers of Other Languages).

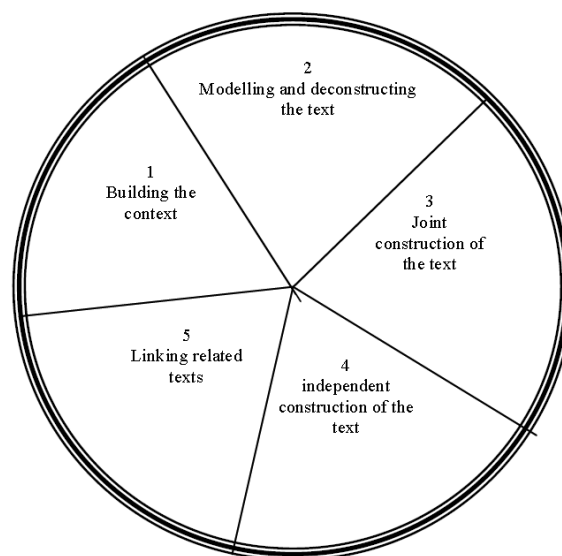


Figure 1 : Stages of the teaching/learning cycle (adapted from Callaghan and Rothery 1988, Green 1992, Cornish 1992)

Each of the five stages of the teaching/learning cycle is designed to achieve a different purpose within the cycle of the teaching and learning. Each stage, therefore, is associated with different types of activities.

Usually, when a text type and its context are being introduced for the first time, the teacher and the students work through all these stages. However, it is possible to enter the cycle at any point. If, for example, students are already familiar with the context, the cycle could begin with activities from the modeling stage. It is also possible at any time to return to activities from the modeling stage. It is also possible at any time to return to activities from earlier stages of the cycle if students need revision or further practice in order to progress. The purpose and focus of each stage are outlined below.

1) First Cycle (Building the Context)

In the first cycle, this study starts from the first stage called Building the Context. In this stage students are introduced to the social context of an authentic model of the text – type being studied. Then students explore features of the general cultural context in which the text type is used and the social purposes the text – type achieves. After that, they explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objective and the learner need.

An exploration of register involves:

- a) Building knowledge of the topic of the model text and knowledge of the social activity in which this text is used, e.g: the social activity in this text is used, e.g: the social activity of job seeing within the topic employment in Indonesia.

- b) Understanding the roles and relationships of the people using the text and how these are established and maintained, e.g: the relationship between a job seeker and a prospective employer.
- c) Understanding the channel of communication being used, e.g: using the telephone, speaking face-to-face with members of an interview panel.

Context – building activities include:

- a) Presenting the context through pictures, audio – visual material, reality, excursions, field-trips, guest speakers etc.
- b) Establishing the social purpose through discussions or surveys etc.
- c) Cross – cultural activities
- d) Related research activities
- e) Comparing the model text with other texts of the same or contrasting type.

2) Second Cycle (Modelling and Deconstructing the Text)

The second stage is called Modelling and Deconstructing the Text, in this stage students investigate the structural pattern and language feature of the model and compare the model with other examples of the text – type.

In this stage diagnostic assessment helps the teachers to decide how much time to devote to particular language features and what kind of presentation or practice students need with each feature. Modeling and deconstruction activities are undertaken at both the whole text, clause and expression levels. It is at this stage that many traditional ESL/EFL language teaching activities come into their own.

However it is important that these activities are presented in relation to the text – type being studied, the social purpose being achieved and the meanings being made.

Here are the sample activities in this cycle:

- a) Presentation activities using devices, such as: OHTs, charts, big books, board work etc.
- b) Sorting, matching and labeling activities: sorting sets of texts, sequencing jumbled, stages, labeling stages etc.
- c) Activities focusing on cohesive devices such as sets of related lexical items, conjunction, modality, reference e.g: semantic maps, vocabulary networks, cloze, transparency overlays etc.
- d) Presentation and practice activities relating to the grammatical features of the text.
- e) Oral-aural, pronunciation, decoding, spelling, handwriting or typing practice as needed for the use of the text-type.

3) Third Cycle (Joint Construction of Text)

After listening, students enter the third stage called Joint Construction of Text (JCOT). In this stage students begin to contribute to the construction of whole examples of the text-type the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently.

Joint construction activities include:

- a) Teacher questioning, discussing and editing whole class construction, then describing onto board or OHT.
- b) Skeleton texts
- c) Jigsaw and information gap activities
- d) Small group construction of texts
- e) Dictation
- f) Self-assessment and peer assessment activities

Diagnostic assessment is critical at this stage as the teacher must decide whether students are ready to move to independent functioning or whether they need to undertake further work at the text modeling or joint construction.

4) Fourth Stage (Independent Construction of Text)

After having the experience of collaborating with friends, they enter stage four called Independent Construction of Text (ICOT). At this stage, students are expected to work independently with the text.

Independent construction activities include:

- a) Listening tasks e.g: comprehension activities in response to live or recorded material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering question.
- b) Speaking tasks e.g: spoken presentation to class, community organization, workplace etc.

- c) Listening and speaking tasks e.g. role plays, simulated or authentic dialogues
- d) Reading tasks e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions.
- e) Writing tasks which demand that students draft and present whole tasks.

5) Fifth Stage (Linking to Related Texts)

The last stages is Linking to Related Texts. In this stage students investigate what they have learnt in this teaching/learning cycle can be related to: other texts in the same or similar contexts future or past cycles of teaching and learning.

Activities which link the text-type to related texts include:

- a) Comparing the use of the text-type across different fields
- b) Researching other text-types used in the same field
- c) Role-playing what happens if the same text-type is used by people with different roles and relationships.
- d) Comparing spoken and written models of the same text-type
- e) Researching how a key language feature used in this text-type is used in other text-types

It is very important to note that the genre approach does not advocate that students mindlessly imitate the teacher. Instead it gives students the opportunity to learn to function at a level beyond that which they could learn to do on their own.

Gray in Reppen (1994) list four things which teachers need to consider as they implement this approach:

Joint construction involves negotiation between the teacher and student, not domination by the teacher. Both the teacher and student need to have a shared understanding of the context and of the meanings being negotiated. Problems are shared and the teacher only asks direct questions when students show they have a chance of success. Throughout this process students are thinking and making choices to contribute to the joint construction.

Teachers need to create contexts in which the use of the target language is legitimate and meaningful. Teachers also have to decide what kinds of texts to use. Jointly constructed and negotiated meanings are best supported or scaffold within predictable and familiar routines, or cycles, of interaction and activity over extended periods of time. Teachers use scaffolding to monitor the level of difficulty as control is gradually handed over to the student.

B. Conceptual Framework

Based on the School Based Curriculum that the students should be able to communicate both in written or oral language, the researcher is convinced that the students should master the four English skills. In regard with this statement, reading is one of the basic skills that should be mastered by the students. Reading is usually considered as a complex activity because there are many elements included in it, such as grammar, sentence structure, vocabularies and the type of texts that should also be understood by the students.

Unfortunately, based on the need analysis, it can be seen that there were some difficulties or problems in teaching reading in junior high school. There problems were:

1. Lack of good material
2. Students did not have much motivation to read
3. The teacher used monotonous techniques

By determining the theoretical and practical background, it can be concluded that providing learning material based on Genre-Based Approach can be a solution of the problems. Good materials do not teach but encourage the learners to learn. The materials, should represent the students' needs. Besides, the materials have to meet students' interest, experiences, and future and the policy stated in the School-Based Curriculum. Developing the materials is an important point since it helps the students to reach their purposes in the teaching and learning process.

There are five steps in developing the learning material. The steps are need analysis, planning, writing the course grid, developing the first draft, evaluating and revising into second draft. The learning material will consist of 2 unit that using Standard of Competence and Basic Competence of Reading Skill for the Ninth Grade Students of Junior High School in the First Semester.

CHAPTER III

RESEARCH METHOD

The theories of the relevant studies of this study have been discussed in the previous chapter, which mainly discusses and aims at developing English reading materials based on Genre-Based approach for Ninth grade students in SMPN 1 Depok. In this chapter, the research method will be elaborated more clearly.

A. Type of the Study

This is a Research and Development (R & D) study. This is because the research was not to formulate or test theory but to develop effective products for using in schools, in this case, student reading learning materials. It was conducted to design reading materials based on Genre-Based approach for Ninth grade students of SMP 1 Depok. Gall, Gall, and Borg (2003) state that Research and Development is a process used to develop educational products and validate the product by testing it. They suggest that the products will be systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality, or similar standards.

B. Setting and Sample of the Research

This research was conducted in SMP N 1 Depok. There were 4 classes (A, B, C and D) of year IX. Because time limitation, the researcher used only one class as the sample in this research which is 9D, and then the researcher was

conducted the research in the first semester of the academic year 2013/2014.

They were given questionnaires to obtain the research data.

C. Research Procedure

The research procedure in developing reading materials using a Genre-Based approach for the tenth grade students of SMPN 1 Depok in the first semester, which was done by the researcher was the combination between Hutchinson and Waters' model (1987) and Masuhara's model (in Tomlinson, 1998). There are seven steps of materials design proposed by Hutchinson and Waters. They are conducting needs analysis, writing the course grid (syllabus), developing the materials, trying out, evaluating the materials, revising the design materials, and writing the final draft of the materials.

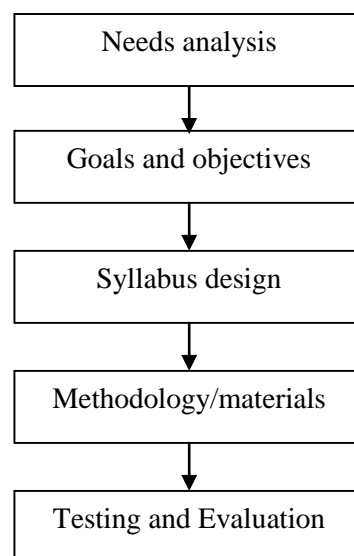


Figure 2: *Model X of a course design proposed by Masuhara (in Tomlinson, 1998:*

By considering the two models above, the researcher modified and simplified the model as follows:

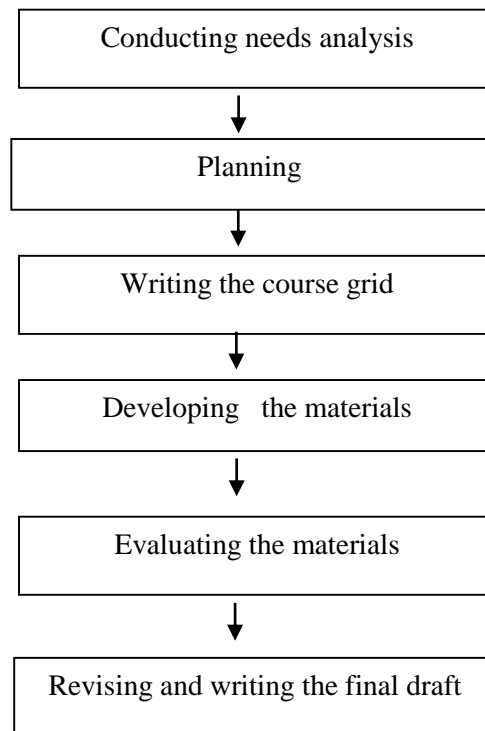


Figure 3: *The model of the research procedure (modified based on Hutchinson and Waters (1989) and Masuhara (in Tomlinson 1998: 247))*

In detail, below are the brief descriptions of the research procedure used in the study.

1. Conducting Needs Analysis

This step was conducted at the early stage of the research. Needs analysis strategies are used to collect information from learners at the beginning of a course. This information enables the teacher to customize

course design for a particular group of students. Needs analysis strategies are designed to enable:

- a. students to express their personal language learning goals, priorities and aspirations
- b. the teacher to collect background information about learners
- c. the teacher and the students to identify obstacles to learning and consider strategies for dealing with these
- d. the teacher to diagnose the language learning needs of the learners.

2. Planning

The data result from the questionnaires in needs analysis are used to plan the products of this research which is learning materials. The planning stage includes the activities in determining the specification of the product and the organization of the product and the units in the product.

3. Writing the Course Grid

The course grid was written based on the students' needs and the recent curriculum. It contained the knowledge and language areas that should be learned by the students. This syllabus was the guideline in developing the materials.

4. Developing Materials

In this step, the researcher wrote the first draft of the developed materials. The researcher did some modifications, adaptations and developments in the form of tasks. The tasks need to be suitable with the objective of the teaching and learning process.

5. Evaluating the Materials

After the materials were ready, the next step of this research is evaluating the first draft. The draft was evaluated by an expert. The process is called as materials evaluation. The materials evaluation is conducted by giving a questionnaire contained some evaluation of the first draft. The result of the expert judgment is used to write the second draft of the learning materials. The writer asked UNY English lecturer and the writer's thesis advisors to give feedback on the materials.

6. Revising and Writing the Final Draft

In this stage, the developed materials which had been implemented were revised based on the recommendations that were derived based on the feedbacks obtained from distributing the second questionnaire and interviews. The researcher revised the materials, which were inappropriate or considered to be ineffective during the try-outs or implementations. This was the final stage of the research.

D. Data Collection Techniques

In this research, the data collection techniques were the questionnaires and the interview. The questionnaires were applied in the needs analysis stage and in the process of learning materials development. In the needs analysis stage, they were used to obtain the data about the students' characteristics, learning resources.

The interviews were used to obtain more data complementing the data obtained using the questionnaires. Same as the questionnaires, this technique was applied in the needs analysis stage and the process of materials development as well. The next step was displaying the data. The data that had been reduced were organized and compressed and displayed in the form of a text. Then, the last step was drawing the conclusion.

E. Research Instrument

To develop a suitable English materials, the researcher needs some data of the students' needs. The types of instruments used to search the data were interviews and questionnaires. An interview guideline and the questionnaire were also used to obtain the data to revise the materials. The questionnaires were then called the first and second questionnaire of the study.

1. Questionnaire for the Needs Analysis

The first questionnaire was in the form of multiple choices. This questionnaire aimed at getting the information about students' background,

needs and learning target. The following table presented the organization of the questionnaire used in the needs analysis stage.

Table 2 : The Organization of the First Questionnaire

No.	The purpose of the questions	Item Number	Reference
1.	To find the information about the students profile	(1, 3, 4)	Hutchinson & Water (1987:63)
2	To find out the obstacle that students find in learning activity	(2)	Nunan (2004:41-42)
3	To find the information about kinds of input that students want/needs	(6, 14, 16)	Nunan (2004:41-42)
4	To find out the information about students' preference for the topic of the materials	(5, 17)	Nunan (2004:47-49)
5	To find out about students' preference of learning activities	(7, 9,11, 15)	Nunan (52-63)
8	To find students' preference in doing the evaluation	(8)	Nunan (2004:47-49)
6	To find out whether students needs grammar exercise	(10)	Jeremy Harmer (2001)

7	To find out students' knowledge about genres of text	(12, 13)	Jeremy Harmer (2001)
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2. Questionnaire for the Expert Judgments

The second questionnaire was in the form of multiple choices. This questionnaire aimed at getting an expert judgment on the content of the learning materials and getting comments and suggestions for the improvement of the first draft. The organization of the second questionnaire was presented below.

Table 3: The organization of the Questionnaire for the Expert Judgment

Aspect	Information	Item Number	Number of the Items
Content	Completeness of the content	2	1,2
	Correctness of the content	2	3,4
	Advantages for students	2	5,6
Language teaching procedure	Correctness of the language	1	7
	Comforts for the students	2	8,9
	Correctness of the techniques	3	10,11,12
	Advantages for the students	3	13,14,15
Design	Design layout	2	16,17

F. Data Analysis Technique

The data which is collected from the expert judgment were counted to find the mean of each variable. After getting the mean of all the variables, the categories were determined. The same way was taken to find the overall mean of all the

variables. The categories were determined based on the Quantitative Data Conversion stated by Suharto (2006).

Table 4: Quantitative Data Conversion

Scales	Categories	Interval of Mean
5	Very good	4.20-5.00
4	Good	3.40-4.19
3	Fair	2.60-3.39
2	Poor	1.80-2.59
1	Very poor	1.00-1.79

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of research findings and discussions. They are the results of the needs analysis, the first draft of the reading materials, the evaluation by the experts judgement, and the second draft of the reading materials.

A. Research Finding

This research underwent several processes, namely the needs analysis, course grid writing and designing the unit, task writing, expert judgment and the revisions, and final draft writing. The first thing to be discussed is the needs analysis.

1. The Result of the Needs Analysis

Researcher conducted need analysis on the sample students, which is the Ninth grade students of SMPN 1 Depok to get some basic information. This information was needed to support the designing process of the reading materials. A questionnaire was given to the respondents. The questionnaire was developed by considering the range of the English Standards Competencies in the first semester of Ninth grade students in the reading section. The questionnaire consisted of seventeen questions. The organization of the questionnaire can be seen in Chapter III, while the details of the questionnaire can be seen in the appendix.

The questionnaire includes the description of the students, target needs, and learning needs in the learning reading in the Ninth grade students in SMPN 1 Depok. After conducting the need survey, the result of the questionnaire was analyzed by the researcher. This part presents the data obtained in the needs analysis. It includes the characteristic of respondents, information of students

a. The Characteristics of Respondents

There were thirty respondents who filled in the questionnaires. They were students in class IX-B of SMP N 1 Depok. Below are the table of the research population in class IX-B of SMP N 1 Depok.

Table 5: Research Population

Students	Sex		Age
	Male	Female	
30 students	11	19	14-15

Based on the table above, the respondents of this research consist of thirty students. Their age ranged from fourteen to 15 years old. There were five students in the age of 14 and twenty five students were 15 years old. To Brown (2001: 91), students in those ages are classified into adolescents or teenagers who have specific characteristics. The researcher considered those characteristics in developing the learning material.

In order to know students background that will help researcher understand their goal and obstacle in learning English, researcher give students some

questions about their opinion on English learning and their habits of reading.

Below table shows the results.

Table 6: The Result of Need Analysis on the Students Background

Aspect	Categories of response	Percentage
Students motivations in learning English	Passing National Exam	23%
	Able to communicate in English	43%
	To get a job	25%
	Talk with English native	5%
Obstacles in learning English	Vocabulary	25%
	Grammar	20%
	Pronunciation	15%
	Listening	20%
	Speaking	20%
The importance of English learning	Very important	70%
	Important	30%
	Not so much important	0%
	Not important	0%
How often they read English text	Everyday	0%
	Often	18%
	Rarely	77%
	Never	5%

From above table, researcher can conclude that students think that English lesson is very important. They have problem fairly in almost all major skill in English. They are not accustomed in reading English text.

b. The description of the Target Needs

Target needs are very much the surface needs or the surface representations of the needs of the students have. Below table shows the result of the target needs on need analysis.

Table 7: The Target Needs of Grade Ninth Students of SMPN 1 Depok

Aspect	Categories of response	Percentage
Text Topic that they want	Daily activities	52%
	Culture	33%
	Education	10%
	Technology	5%
Importance of grammar in learning activities	Very important	15%
	Fairly important	50%
	Not so much important	25%
	Not important	10%
Text Genre that they want	Descriptive	18%
	Procedure	33%
	Recount	10%

	Narrative	14%
	Report	25%

From above data, researcher can conclude that students want the topic in the learning material is about daily activities. They think that grammar in learning activities is fairly important. There two genre of text that they want: procedure and report genre.

c. The Description of Learning Needs

The learning needs is focus on what the learners will have to do to meet those target needs. Below table is the results of the learning needs question in need analysis.

Table 8: **The Learning Needs of Grade Ninth Students of SMPN 1**

Depok

Aspect	Categories of response	Percentage
Reading learning activities input	Dialogue/monologue	20%
	Recipe	40%
	News	15%
	Short story	25%
Reading activities	Looking for main idea	44%
	The definition of difficult words	20%
	W-H question about the text	10%

	True/False question	26%
Reading evaluation	Multiple choice	55%
	Short description	15%
	Completing sentences	20%
	True/false question	10%
Vocabulary activities	Looking for the definition	32%
	Crossword	40%
	Antonym/synonym	25%
	Others	3%
Grammar learning activities	Identify the grammar mistake in sentences	15%
	Correcting sentence order	35%
	Write sentences from pattern sample	10%
	Fill in the blank	40%
The length of text	100-200 words	45%
	200-300 words	25%
	300-400 words	30%
	400-500 words	0%
	>500 words	0%
How students want to do the activities	Individually	30%
	Peer correction	25%
	Group	45%

The importance of picture in the learning material	Very important	65%
	Fairly important	30%
	Not important	5%
Cultural values in learning material	Very important	60%
	Fairly important	30%
	Not to important	10%
	Very not important	0%

From above table, researcher can conclude that most of the students choose the recipe text. It will be suitable in the unit that learn about procedure. The activities that most student chose is finding the main idea of a text. A significance result also showed at the choices of reading evaluation, more half of the students choose multiple choices.

According to the above data, the students tend to like game activity such crossword as vocabulary activities. Then, forty percent students want 'fill in the blank' activities in learning grammar section. In the length of the text, students chose the smallest number of words in a text which about 100-200 words. Forty five percent of the students think will be better in working in a group. When the asked about the importance of picture in learning material, sixty percent of students answered that it is very important. The last questions about the cultural value, the students' thought that it is very important to add cultural values to the materials.

In conclusion, the students needed English to help them communicate with others and understand texts. Therefore, they needed English materials that provided the explanations about the language features on the text so that they could master English and use it in their future jobs.

2. The Analysis of the English Curriculum

The researcher also analyzed the curriculum that was used in the teaching and learning process. The materials must be developed based on the standards of competency and the basic competencies so that the learning objectives could be achieved. The standards of competency and the basic competencies of Grade IX at Junior high schools in the first semester are presented in Table 9.

Table 9: Standards of Competency and the Basic Competencies of Grade IX at Junior High Schools in the First Semester

Standards of Competency	Basic Competency
5. Understanding meanings of very simple, short essay and functional spoken discourses in the forms of procedures and reports which to interact in daily life contexts	5.3 Responding meanings and rhetorical steps in simple, short essay accurately, fluently and acceptable to interact in the context of everyday life in the form of a report and procedure text

There were two text types that need to be learnt by the students in the first semester. They were report text and procedure text. Then the materials will be developed in two units. The first unit discuss about the report text and the second unit will discuss about procedure text.

From the result of the need analysis, student need a material that added cultural values to the topic. Therefore, the topics in the materials fit their needs. It was about Indonesian wildlife/ fauna and Indonesian Cuisine/ food.

3. Writing the Course Grid

After conducting needs analysis, the researcher then write the course grid. The course grid covered the language areas and knowledge which the learners had to learn. It was the guideline in developing the materials. The course grid consists of unit, topic, basic competencies, indicator, learning material, and learning activities.

The learning material section contains text titles, the function of the text, language features, vocabulary and the generic structure of the genre. The learning activities section contains four steps of Genre-based approach and review.

There are two units in this learning material. The first unit entitled 'Indonesian wildlife'. This unit discusses about report text. The second unit entitled 'Indonesian Cuisine'. This unit will discusses about procedure text. Meanwhile, the description of the course grid is presented below.

a. Unit 1

The title of Unit 1 is *Indonesian Wildlife*. The topic is about Indonesian fauna. In this unit student learn about a short functional text in the form of report text. This unit will cover reading skill activity.

The reading skill has some indicators which demand the students to master the particular ability. There are seven indicators in this unit. Those indicators are: understand the use of each genre, know the generic structure and language features, get detailed information from the texts, get the information that described in each paragraph of report text, put correct verb in Simple Presents Tense sentences based on their subject, convert affirmative form of Simple Presents Tense into interrogative, and put sentences into their correct paragraph categories.

b. Unit 2

The title of unit two is Indonesian Cuisine. The topic is about the recipe of Indonesian traditional food. In this unit student learn about a short functional text in the form of procedure text.

There are nine indicators in this unit: understand the use of each genre, know the generic structure and language feature, get detailed information from the texts, list the sequence of making an instruction correctly, recognize the function of using an instruction correctly, list the vocabulary used in making an instruction correctly, rearrange the jumbled sentences of an instruction correctly, recognize the grammar used in the text of instruction by choosing the correct tense in instruction text correctly, rearrange the jumbled sentences of an instruction correctly. The detailed course grid can be looked up in Appendix B.

4. Unit Design

The materials are developed based on the course grid. Each unit consists of twenty two tasks which is divided into some sections. A topic and a title related to the basic competency are applied in every unit. Beneath the unit title, there is an overview paragraph that explains the learning objectives.

Then, a warming up task is designed in “Lead-in” section. The task in this section is also used to elicit the students about the topic. Then, it is continued with “Reading section” section that covers the reading learning activities. This unit developed based on the four stages of learning in Genre-based approach. In each unit, the material provides one text with the same genre. The discussion about the language features or the grammar section is included in each text. Then, “Evaluation” section is designed to evaluate how well the students understand the materials. Next, “Reflection” section is designed to give students a table where they can express how well they understand the materials. “Summary” section is designed to present the summary of the materials and “Vocabulary List” section is designed to provide a list of the difficult words found in the unit. The framework of the unit design can be seen in Figure 4.

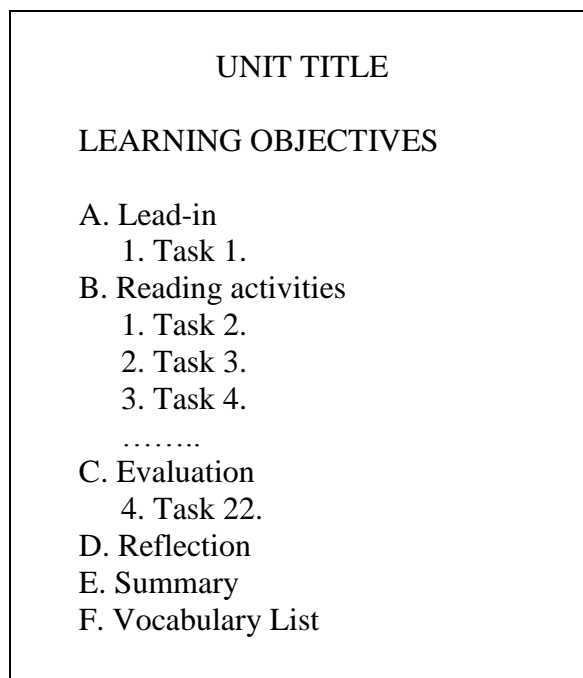


Figure 4: *The Framework of the Unit Design*

5. The First Draft of the Materials

The English learning materials are designed based on the course grid.

Each unit consists of twenty two tasks. The description of each unit is explained broader as follows.

a. The Description of Unit 1

Unit 1 is entitled “Indonesian Wildlife”. The title describes the theme of all report texts in this unit. The topic is about animals that live in Indonesia. Beneath the title, there are statements about the learning objectives that should be achieved. The unit begins with the “Lead-in” section for warming up. In Task 1, there are pictures of Indonesian animals, such as: Komodo dragon, Sumatran tiger, Javanese Rhinoceros, Arwana fish, etc. The first task ask students about their names and complete the

words. The second task ask students about their background knowledge about Indonesian animals. These two tasks are introducing the topic to the students.

There are twenty tasks in the “Reading activities” section. This section provided with four texts with the same genre, which is report text. In the first text, students do the task by discussing with their classmates and the teacher. Task 3 provide the first text entitled “Komodo Dragon”. In this text students learn about the generic structure of a report text. Tasks 4 and 6 ask students to match some keywords in the “komodo dragon” text with their definition. These tasks’ goal is to provide students new vocabulary related with the text. Task 5 provides an explanation about the purpose and the language feature of report text. Tasks 7 and 8 ask students about the generic structure of the text. Task 7 asks student to put some keywords in the correct categories. Tasks 8 asks students to decide whether the statements is true or false according to the text. Task 9 provides students with an explanation about the use of Simple present tense in report text. Task 10 asks students to choose the correct verbs on the sentences. This task checks students’ understanding about Simple presents tense.

Task 11 provides the second text, entitled “Siamang”. In this second text, students do the tasks in group. Task 11 provides questions to check students’ understanding about the main idea of the text. Task 12 asks students to match some keywords on the text with its definitions. Task 13 asks students to fill an information report about “Siamang” text with correct

statements/ words. Task 14 provides an explanation about the use of Comparative and Superlative form of adjectives in report text. Task 15 provides activities that check students' understanding about the Comparative and Superlative form of adjectives by change the adjectives into correct form.

Task 16 provides the third text, entitled "Sumatran tiger". In this text, students do the tasks individually. This task asks students to guess the categories of the paragraphs. Task 17 ask students the definitions of some keywords from the text. Task 18 checks students' understanding what the text is all about. Task 19 asks students to put some words into correct categories based on "Sumatran tiger" text. Task 20 and 21 provide students exercises for understanding the language features of "Sumatran tiger" text.

The next section of the first unit is "evaluation" section. This section provides the fourth report text entitled "Sumatran Rhinoceros" and 10 questions in multiple choices to check students' understanding about the detailed information of the text.

The "Reflection" section ask students whether they understand the materials or not by checking the column. In "Summary" section, the students get the summary of the definition, purpose, generic structures of a report text and the language features used in the report text. "Vocabulary List" section provides twenty three words with its Indonesian equivalent and its part of speech.

b. The Description of Unit 2

Unit 2 is entitled “Indonesian Cuisine”. The title describes the theme of all procedure texts in this unit. The topic is about Indonesian cuisine/ food. Beneath the title, there are statements about the learning objectives that should be achieved. The unit begins with the “Lead-in” section for warming up. In Task 1, there are pictures of Indonesian animals, such as: Satay, Fried rice, Meat ball, tofu, Chicken porridge, etc. The first task ask students about the names of Indonesian cuisine and complete the words. The second task ask students match the names of kitchen utensil with the picture. These two tasks are introducing the topic to the students.

There are 16 tasks in the “Reading activities” section. This section provided with five recipes of Indonesian cuisine in the form of procedures text. In the first text, students do the task by discussing with their classmates and the teacher. Task 3 provides first recipe. This recipe provides instructions to make ginger drink. In this text students learn about the generic structure of a procedures text. Tasks 4 asks students to match some keywords in the ginger drink recipe text with their definition. These tasks’ goal is to provide students new vocabulary related with the text. Task 5 provides an explanation about the purpose and the language feature of a procedure text. Tasks 6 asks students to decide whether the statements are true/ false. Task 7 asks student to put some keywords in the correct categories.

Task 8 provides the second procedures text. The procedures text is in the form recipe of Serabi. This task also provides questions to check students' understanding about the detail information of the text. Task 10 and 11 provides students with vocabulary exercises. Task 11 provides an explanation about the use of connectors (first, then, next, after that, finally, etc.) in the procedures text. Task 12 provides activities that check students' understanding about the connector order by putting the correct connector in the recipe of ice Cendol.

Task 13 provides the third procedure text with the recipe of Indonesian fried rice. This task asks students answer questions about the text. Task 14 provide students with an explanation about the use of Question words in a procedures text. Task 15 asks students to complete the names of ingredients based on the pictures. Task 16 asks students to put some steps into correct order based on the Indonesian fried rice recipe. Task 17 asks students to decide whether the statements are true/ false based on the Indonesian fried rice recipe. Task 18 provides vocabulary exercise with crosswords puzzle.

The next section of the first unit is "evaluation" section. This section provides a procedures text in the form of recipe of Gado-gado. This task also provides 10 questions in multiple choices to check students' understanding about the detailed information of the text.

The "Reflection" section ask students whether they understand the materials or not by checking the column. In "Summary" section, the students

get the summary of the definition, purpose, generic structures of procedures text and the language features used in the procedures text. “Vocabulary List” section provides twenty three words with its Indonesian equivalent and its part of speech.

6. Expert Judgment

After writing the first draft of the reading learning materials, the next step was evaluating the first draft. The evaluation was conducted by using a questionnaire and did a reflection on the developed learning materials. The reviewers completed two types of questionnaire. The first questionnaire was the close-ended questionnaire and the second one was the open ended questionnaire. The evaluation was done by an expert of learning material development.

There are eleven aspects in the questionnaires; goal, course grid, students’ proficiency level, material development, organization of the materials, activity, teacher’s role, setting, instruction and layout. The score is between one and five. SA (Strongly Agree) is five points. A (Agree) is four points. U (Undecided) is three points. D (Disagree) is two points. SD (Strongly Disagree) is one point. The following was the data obtained from the material expert.

Table 10: The Expert Judgment Questionnaires Results

NO	Statement	SA	A	U	D	SD
Goals						
1.	The developed material will accomplish the objective of the English teaching and learning process.		✓			
2.	The developed materials improve students' understanding toward English.		✓			
3.	The developed materials provide the knowledge of English.		✓			
4.	The developed materials can improve students' vocabulary.		✓			
5.	The developed materials can improve students' grammatical knowledge.			✓		
6.	The developed materials can improve students' understanding toward some English text.		✓			
Course grid						
7.	The course grid are compatible with standard of competence and basic competence.	✓				
8.	The language areas and knowledge in the course grid are in accordance with students' need.		✓			
Students proficiency level						
9.	The developed materials are appropriate with the students' English proficiency level.		✓			
Material Development						
10.	The developed materials contain variety of input text.		✓			
11.	The developed materials contain interesting input text.		✓			
12.	Input texts stimulate activities.		✓			
13.	Input texts provide the correct model of language use.			✓		
14.	Input texts provide topic for model of language use.		✓			
Organization of the Materials						
15.	The task in every unit have been developed from guided to free activities.		✓			
16.	The task in every unit have been developed from easy to difficult.		✓			
17.	The task in every unit have been			✓		

	developed from comprehension to production.					
18.	The task in every unit have been developed from accuracy to fluency.			✓		

Activity

19.	The activity in the developed materials gives opportunities for students to learn reading.		✓			
20.	The activity in the developed materials are interesting.		✓			
21.	The activity in the developed materials are various.		✓			
NO	Statements	SA	A	U	D	SD
22.	The activities in the developed materials are workable in the classroom.		✓			

Teacher's Role

23.	The teacher's role tends to be the facilitator and mediator.		✓			
-----	--	--	---	--	--	--

Setting

24.	The setting in the developed materials are various (work individually, in pairs, group, and whole class).		✓			
25.	The individual work can help students developing their autonomy.		✓			
26.	The pair and group work can help students improving their English ability.		✓			

Vocabulary

27.	Every vocabulary given in each task is simple and understandable.			✓		
28.	The developed materials improve the students' vocabulary.		✓			

Instruction

29.	The instructions in every task are clear both for the teacher and the students.		✓			
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Layout

30.	The layout of the materials is interesting.		✓			
31.	The color compositions are arranged well.	✓				
32.	The fonts are clear and easy to read.		✓			

Based on the table above, the mean score of the expert judgment questionnaire is 3.9. It belongs to good category based on scoring conversion, since the range score is $(3.5 < X < 4.0)$. There were some revisions from materials

expert related to the activity aspect. Some instructions have been revised and also picture have been changed based on the situation. Some spelling and grammar mistakes in the content are revised too.

7. The Evaluation and Revision of the Second Draft

After conducting experts' judgment, the revisions were made to the reading learning materials based on the suggestions from the experts. The revisions are presented as follows.

a. Revisions Made Based on the Materials Expert's Suggestions

Table 11: Revisions of the reading learning materials

Unit 1	Tasks	Evaluation	Revision
	Task 1	The picture of Cassowary is not correct.	Change the picture of Cassowary with the correct one.
	Task 4	The answer no. 3 is not related with any questions.	Change answer from 'tongue' to 'yellow'
	Task 9	The main verb of the subject is reversed. Suggest to change the words 'coffee' because it's not logical when using 'it' as subject.	Reversed the main verb and change the word 'coffee' into flower in order to make it more logical.
	Task 11	Question number 4 is not easy to understand.	Change the question into 'Siamang eat the following, except..'
	Task 12	The definitions should be not used period.	Erase the periods in definitions.
	Task 14	Suggest to bold the base/ root words in comparative adjectives examples.	Bold the adjectives.
	Task 15	The instruction has grammar mistakes.	Modifying the instructions.

Unit 1	Tasks	Evaluation	Revision
Unit 2	Task 1	Suggest to change the Ice tea into Iced tea.	Modifying the name.
	Task 4	The keyword number 2 is not used in the Ginger drink recipe.	Change the 'whistle' into 'boil'.
	Task 5	The sentences 'Language features of report text are' is did not suited with the explanation.	Change the word 'report' into 'procedures'.
	Task 8	The multiple choices on number 1 and 2 need period at the end of sentences.	Added periods.
	Task 16	Suggest to change the format activity.	Change the correcting order activity into match the steps with correct picture.
	Task 18	Some words in the crosswords has mistaken and the words 'pour and 'mix' square did not attached with the other words.	Fix the crosswords and delete the words that did not attached to other blocks.
	Task 19	Suggest to simplify the text.	Simplify some steps into simple sentences.

8. Final Draft

After getting feedback from the experts in expert judgment, the reading learning materials were revised. The revision then was called as the final draft. The last step of this procedure was developing the final draft. The result of the previous step which was revising the first draft was the final draft. This final draft was given in Appendix E.

Based on the data which had been collected, the reading learning materials could be said that it was well developed. The expert judgment score 3.9 which is

very good. Furthermore, the conclusion of the expert judgment questionnaire showed that this reading learning materials could be tested by the students. Hence, the reading learning materials did not need much revision in this step.

B. Discussions

The aim of this research is to develop reading learning materials using Genre-Based approach for the first semester of the ninth grade students of SMPN 1 Depok and to know the characteristics of the reading learning materials which are suitable for them. This research was conducted at SMP N 1 Depok. There were 30 students who participated in this research. The students were asked about their background knowledge, target needs and learning needs in learning English through reading learning materials. In order to make the reading learning materials more relevant to students' needs, a needs analysis was conducted. The students' background knowledge, target needs and learning needs were gathered by using questionnaire.

Based on the research findings, the results of the target needs can be described as follows. The first target needs is the students agreed that the reading learning materials is important in learning English. The second target needs is the text needs to added culture values and related with daily activities. The third target needs is the reading learning materials which contains report and procedure text.

In terms of learning needs, the students prefer the reading learning materials which helps them to learn about recipe. The second one is the students

like the evaluation activity in the form of looking for the main idea. The third is the students prefer 100-200 words for the lights of the input text.

After conducting the needs analysis, the course grid was developed. Based on the course grid, the first draft of the reading learning materials were developed. The reading materials consist of two unit. The first unit discuss about report text and the 2nd unit discuss procedure texts. Each unit has six sections; lead-in, reading activities, evaluation, reflection, summary and vocabulary list.

After designing the reading materials, the product was evaluated by the expert judgments. The expert gives some corrections and suggestions on the developed materials. There are 11 aspects in the questionnaires; goal, course grid, students' proficiency level, material development, organization of the materials, activity, teacher's role, setting, instruction and layout. Based on the results, the mean score is 3.9 which categorized into very good. The final draft was developed using the expert judgment revision and suggestion.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This research has two main goals: 1) to identify the learners' needs to improve the reading skill for the ninth grade students of SMPN 1 Depok in the first semester, and 2) to develop the reading learning materials suitable for the first semester of ninth grade students of SMPN 1 Depok. In this chapter, the research findings are summarized, the conclusions are drawn, and the suggestions are proposed.

A. CONCLUSIONS

Based on the research findings, conclusions can be drawn as follows.

1. The Learners' Needs

A questionnaire was set up for finding the needs. The questionnaire aimed at getting the information about students' background, needs and learning target. Based on the research findings, the students needed the input of the materials to be as follows.

- a. The students' preferred topic in the learning material is about daily activities.
- b. Students preferred two genre of text in the learning materials: procedure and report genre.
- c. They preferred a short input text completed with pictures or diagrams for the reading skill.

- d. They preferred listening texts of 200 words length.
- e. The activities that most of the student chose are finding the main idea of a text.
- f. They choose multiple choices as evaluation input.
- g. They thought that it will be better working in groups.
- h. They thought that it is very important to add cultural values to the materials.

2. Suitable Reading Learning Materials for the Students

This reading learning materials developed based on Genre-based approach. The materials consist of 2 units. Each unit design has the following components:

a) Title

Title of the unit specifies the unit number and topic of the subject matter.

b) Lead-in

- 1) Task aims at recalling the learner's background knowledge, or
- 2) Task aims at introducing the key ideas of the topic being discussed.

c) Reading activities

There are three texts that discussed in the main activities in each unit.

In each text, there are four tasks: finding the main idea of the text, get detail information from the text by deconstructing it, find the

definitions of the keywords of the text, and discussing the grammar used in the text.

d) Summary

This section presents the summary of the materials.

e) Reflection

In this section, the students assess their learning in the unit.

f) Vocabulary list

The important words in the unit are given in this section along with the transcriptions, part of speech, and meanings.

From the data of the computation indicated that the expert really agreed with the developed materials. The researcher found several things of suitable materials of the ninth grade students of SMP N 1 Depok. First, the content of the materials should be developed as the realization of the students' needs meaning that the materials have to truly facilitate the students to practice their writing skill. Further, the materials have to contain an interesting input and it should be presented in an easy way. Second, the language used must be appropriate with the students' language level. It means that the language used can help the students to understand the materials as easily as possible.

Third, the input text should be interesting for the students. The input should be authentic as possible and/ or related to the students' real life. The authentic input text materials can help the students to do the tasks and help the students in understood the materials. Fourth, the materials have to have varied activities and tasks. The task should really explore the students' ability, so the students can truly practice their skills and use their creativity in performing

the activities and/ or tasks. The setting of doing the task should also be varied since the students wanted to perform their tasks or activities as individually, in pairs, and in groups.

B. IMPLICATION

The result of the research indicates that the implementation of the Genre-based approach is suitable for developing students reading materials. It makes learning reading more effective and fulfill students' need.

C. SUGGESTIONS

The main aim of this research study is designing English reading materials for ninth grade students of SMP N 1 Depok. There are some suggestions for the next research of the same or different of junior high school. The suggestions can be addressed to the other researcher and English teacher as follows:

1. To the other researcher: they should have deeper understanding about Genre-based approach and create materials which are more suitable with the setting, input, and activities that correspond to the students' needs and the students' profile.
2. To the English teacher: Because this research only provides a suitable materials, the English teachers should have a creativity and innovation in combining the materials in the learning materials with the teaching and learning process in the classroom.

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APPENDIX A

NEED ANALYSIS

**ANALISIS KEBUTUHAN BELAJAR BAHASA INGGRIS SISWA
KHUSUSNYA DALAM HAL MEMBACA**

Perihal responden

Nama :

Kelas :

Jenis kelamin :

Lingkari salah satu atau lebih dari alternatif jawaban yang disediakan. Isilah titik-titik yang di sediakan jika pilihan Anda tidak tersedia dalam alternatif jawaban

1. Motivasi kamu untuk belajar bahasa Inggris adalah...
 - a. supaya bisa lulus ujian bahasa Inggris
 - b. supaya bisa berbicara, mendengar, menulis dan membaca dalam bahasa Inggris
 - c. supaya bisa memperoleh pekerjaan dengan mudah
 - d. supaya bisa berkomunikasi dengan orang yang berbahasa Inggris
 - e.

2. Menurut kamu, kesulitan yang paling kamu alami dalam belajar bahasa adalah...
 - a. pemahaman kosakata bahasa Inggris
 - b. struktur kalimat (*grammar*)
 - c. cara membaca kosakata bahasa Inggris
 - d. mendengarkan audio bahasa Inggris
 - e. berbicara bahasa Inggris
 - f ...

3. Menurut kamu, seberapa pentingkah memiliki kemampuan membaca dalam bahasa Inggris....
 - a. Sangat penting
 - b. Penting
 - c. Kurang penting
 - d. Tidak penting

4. Menurut kamu, seberapa seringkah kamu membaca bacaan bahasa Inggris....
 - a. Setiap hari
 - b. Sering
 - c. Kadang- kadang
 - d. Tidak pernah

5. Menurut kamu, topik apa yang kamu sukai dalam pembelajaran bahasa Inggris...
 - a. Topik yang berhubungan dengan kehidupan sehari- hari
 - b. Topik yang berkaitan dengan seni dan budaya
 - c. Topik yang berkaitan dengan pendidikan
 - d. Topik yang berkaitan dengan teknologi
 - e.

6. Input pembelajaran *reading* yang paling kamu inginkan adalah...
 - a. teks dialog dan monolog
 - b. resep masakan
 - c. berita/ artikel di koran
 - d. cerita pendek
 - e.

7. Aktivitas pembelajaran *reading* yang paling kamu sukai adalah...
 - a. mencari pokok utama bacaan
 - b. menjelaskan makna/arti kata tertentu
 - c. membaca dilanjutkan dengan menjawab pertanyaan mengenai isi bacaan
 - d. Membaca dan menganalisa pertanyaan benar/salah
 - e....

8. Jenis evaluasi pembelajaran *reading* yang paling kamu sukai adalah...
 - a. Pilihan ganda
 - b. Isian
 - c. melengkapi kalimat

d. Memilih benar atau salah (True/False)

9. Aktivitas pendalaman kosakata yang paling kamu sukai adalah...

- a. Menerjemahkan kosakata
- b. Crossword (Teka-teki)
- c. Antonym & Synonym
- d. lainnya....

10. Menurut kamu apakah pengajaran grammar sangat diperlukan ..

- a. Ya
- b. Tidak

11. Aktivitas pendalaman *grammar* yang paling kamu sukai adalah...

- a. mengidentifikasi kesalahan struktur kalimat
- b. membenarkan kesalahan struktur kalimat
- c. menulis kalimat berdasar pola yang telah dipelajari
- d. mengisi teks rumpang dengan kata-kata yang telah disediakan

12. Jenis teks apa saja yang kamu ketahui?

- a. Descriptive
- b. Procedure
- c. Recount
- d. Narrative
- e. Report

13. Jenis teks apa saja yang pernah kamu buat?

- a. Descriptive
- b. Procedure
- c. Recount
- d. Narrative
- e. Report

14. Seberapa panjang paragraph yang kamu inginkan dalam teks Bahasa Inggris?

- a. 100-200 kata
- b. 200-300 kata
- c. 300-400 kata
- d. 400-500 kata
- e. >500 kata

15. Manakah cara mengerjakan soal yang kamu sukai?

- a. Sendiri/ individu
- b. Berdua/ semeja
- c. Berkelompok

16. Menurut kalian, seberapa penting fungsi gambar dalam pembelajaran reading?

- a. Sangat penting
- b. Biasa
- c. Tidak penting

17. Menurut kalian, perlukah tema bacaan dalam pembelajaran Bahasa Inggris menyesuaikan dengan budaya Indonesia?

- a. Sangat perlu
- b. Cukup perlu
- c. Kurang perlu
- d. Tidak perlu



JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA
Alamat: Karangmalang, Caturtunggal, Depok, Sleman,
Yogyakarta 55281

Kepada: Adik-adik kelas IX SMP N 1 Depok

Dalam rangka penelitian tentang pengembangan materi pembelajaran Bahasa Inggris bagi siswa kelas IX Depok Sleman, maka pada kesempatan ini saya meminta kesediaan adik-adik untuk mengisi kuesioner ini.

Kuesioner ini tidak bermaksud menguji kemampuan adik-adik, melainkan untuk mengetahui kebutuhan materi pembelajaran Bahasa Inggris untuk siswa kelas IX. Jawaban jujur dan murni dalam mengisi kuesioner ini dari adik-adik akan sangat membantu dalam penelitian ini.

Jawaban dan identitas akan saya jamin kerahasiaannya sesuai dengan kode etik penelitian.

Terimakasih.

Yogyakarta, 20 Oktober 2014
Peneliti,

*Untuk kritik dan saran, silakan
hubungi no atau e-mail berikut,
085292423748/
suseno_anwar@yahoo.co.id*

Anwar Aji Suseno
NIM. 06202241066

The Organization of the First Questionnaire

No.	The purpose of the questions	Item Number	Reference
1.	To find the information about the students profile	(1, 3, 4)	Hutchinson & Water (1987:63)
2	To find out the obstacle that students find in learning activity	(2)	Nunan (2004:41-42)
3	To find the information about kinds of input that students want/need	(6, 14, 16)	Nunan (2004:41-42)
4	To find out the information about students' preference for the topic of the materials	(5, 17)	Nunan (2004:47-49)
5	To find out about students' preference of learning activities	(7, 9,11, 15)	Nunan (52-63)
8	To find students' preference in doing the evaluation	(8)	Nunan (2004:47-49)
6	To find out whether students need grammar exercise	(10)	Jeremy Harmer (2001)
7	To find out students' knowledge about genres of text	(12, 13)	Jeremy Harmer (2001)

APPENDIX B

COURSE GRID

THE COURSE GRID OF DEVELOPING READING MATERIALS USING A GENRE-BASED APPROACH FOR THE NINTH GRADE STUDENTS OF SMPN 1 DEPOK IN THE FIRST SEMESTER

Standard of competence : 5. Understanding meanings of very simple, short essay and functional spoken discourses in the forms of procedures and reports which to interact in daily life contexts

Basic Competency	Indicators	Unit Title	Learning Materials	Learning Activities
5.3 To respond meanings and rhetorical steps in simple, short essay accurately, fluently and acceptable to interact in the context of everyday life in the form of a report and procedure text	Students are able to: 1. understand the use of each genre 2. know the generic structure and language features 3. get detailed information from the texts. 4. get the information that described in each paragraph of report text 5. put correct verb in Simple Presents Tense sentences based on their subject. 6. convert affirmative form of Simple Presents Tense into interrogative. 7. put sentences into their correct	Unit 1 (Report) Topic: Indonesian Wildlife	1. Text ‘Komodo Dragon’ ‘Sumatran Tiger’ ‘Siamang’ ‘Sumatran Rhinoceros’ 2. Function Describes the way things are, with reference to a whole range of phenomena, natural, synthetic and social in our environment. 3. Language Features <ul style="list-style-type: none"> • Use Simple Present Tense and seldom use Past tense (if the object is extinct); E.g are, is, keeps, eat, lay, lifts, use, hunt • Use of ‘being’ and ‘having’ clauses e.g. ‘Komodo Dragon is..’ ‘The have jagged and serrated teeth..’ ‘It is the largest living species.’ ‘The government list them..’ ‘They have no tail’ • Introducing group or general aspect; Eg. The Sumatran Tiger, the Komodo Dragon • Often accompanied with photos, diagram, map etc. 	1. Building the Context <ul style="list-style-type: none"> • Presenting pictures of some Indonesian Fauna • Guessing the names of animal picture • Discussing Indonesian wildlife 2. Modeling and Deconstructing the Text <ul style="list-style-type: none"> • Read the ‘Komodo Dragon’ text • Learn about the generic structure of the report text • Answer some questions about the text • Learn about report text • Match some words with the definitions • Put words into correct categories • Choose the correct categories of some statements based on the ‘Komodo Dragon text’ • Learn about Simple Present tense which is used in the report text • Change the form of some comparative and superlative adjectives 3. Joint Construction of Text <ul style="list-style-type: none"> • Read the ‘Siamang’ text • In groups, analyze the ‘Siamang’ text to answer some questions • In groups, find the definition of some key words in the text

	paragraph categories.		<p>4. Vocabulary Eg. Ape, blind, buffalo, carnivores, hatch, leg, length etc.</p> <p>5. Generic Structure</p> <ul style="list-style-type: none"> • General Classification • Description <ul style="list-style-type: none"> -types -parts(and their functions) -qualities -habits/behaviors 	<ul style="list-style-type: none"> • In groups, decide the correct categories of some statements • In groups, learn about Comparative and Superlative form of adjectives • In groups, change the form of comparative and superlative adjectives <p>4. Independent Construction of the Text</p> <ul style="list-style-type: none"> • Read the 'Sumatran Tiger' text • Individually, guessing the categories of each paragraph • Individually, find the definition of some words in the text • Individually, complete the words with the definitions as clue • Individually, answer some questions about 'Sumatran Tiger' text • Individually, analyze the generic structure of the text and put some keywords into correct categories • Individually, choose the correct verb of Simple Presents tense sentences • Individually, change the form of some comparative adjectives <p>5. Review and Evaluation</p> <ul style="list-style-type: none"> • Answering multiple choice questions about a report text • Correcting grammar mistakes in Simple Presents Tense sentences • Stating how much students understand about a report text and its language features.
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5.3 To respond meanings and rhetorical steps in simple, short essay accurately, fluently and acceptable to interact in the context of everyday life in the form of a report and procedure texts	Students are able to: 1. understand the use of each genre 2. know the generic structure and language features 3. get detailed information from the texts. 4. list the sequence of making an instruction correctly 5. recognize the function of using an instruction correctly 6. list the vocabulary used in making an instruction correctly 7. rearrange the jumbled sentences of an instruction correctly. 8. recognize the grammar used in the text of instruction by choosing the correct tense in instruction text correctly. 9. rearrange the jumbled	Unit 2 (Procedure) Topic: Indonesian Cuisine	<p>1. Text ‘How to make Ginger Drink’ ‘How to make <i>Serabi</i>’ ‘How to make <i>Es Cendol</i>’ ‘How to make Indonesia Fried Rice’ ‘How to make <i>Gado-Gado</i>’</p> <p>2. Function Describe how something is accomplished through a sequence of actions or steps.</p> <p>3. Language Feature Use Simple Present Tense; e.g. prepare, take, stir, add etc.</p> <p>Use of mainly temporal conjunctive relations (connectors); e.g. Then, First, After, Next etc.</p> <p>Use of question ; e.g. who, which, where, when, how, why, etc.</p> <p>4. Vocabulary • Milk, Batter, Pan, Sugar, Plate, Spoon, Glass, Stir, Pepper, etc.</p> <p>5. Generic Structure • Goal • Material needed • Methods or Steps</p>	<p>1. Building the Context</p> <ul style="list-style-type: none"> • Presenting illustration of Indonesian food. • Complete the names of the Indonesian food shown in the picture. • Match some pictures with the names. <p>2. Modeling and Deconstructing the Text</p> <ul style="list-style-type: none"> • Read the recipe of Ginger drink. • Discussing with teacher and classmates what the purpose of the text is and what information they get from the text. • Match some keywords in the text with it definitions. • Learn about the purpose, generic structure procedure text. • Learn about the language features used. • Decide some statements whether they are true/ false. • Match some steps in making Ginger drink With the correct illustration. <p>3. Joint Construction of the Text</p> <ul style="list-style-type: none"> • Read the recipe of <i>Serabi</i>. • In groups, answer the questions about the text. • Complete some sentences with the correct words. • In groups, match some words with the correct illustrations. • In groups, learn about the explanation of connectors (first, then, next, etc). • Put the correct connectors in the recipe of <i>Es Cendol</i>.
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	sentences of an instruction correctly.			<p>4. Independent Construction of the Text</p> <ul style="list-style-type: none"> • Read the recipe of Indonesian fried rice. • Individually, answer some questions about the text. • Learn about Question Words. • Individually, complete the names of ingredients. • Individually, correct the order of random steps of making Indonesian fried rice. • Individually, decide some statements whether they are true/ false. • Individually, complete the action verbs in the crossword puzzle. <p>5. Review and Evaluation</p> <ul style="list-style-type: none"> • Read the recipe of <i>Gado-gado</i> • Answer some questions about the text
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APPENDIX C

FIRST DRAFT

UNIT 1

Indonesian Wildlife

Have you ever been to the zoo?
Do you know any animals that live in Indonesia?

If so, can you mention their names?

Have you ever read information about them in encyclopedia,
internet or zoo brochure?

Let's learn about animals as in report text in this unit.

A. Lead-in

Task 1 Do you know these animals? Complete their names. You can ask your classmates.



K _ _ _ D _ DRAGON



SUMATRAN T _ _ _ R



A _ E



E _ _ _ E



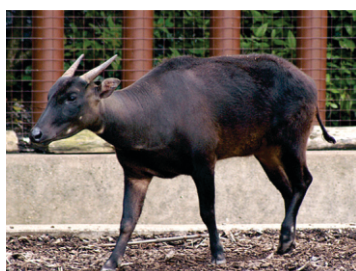
JAVANESE
R _ _ N _ _ _ _ S



ARWANA F _ _ _



CASSOWARY B _ _ D



A _ _ A



SUMATRAN E _ _ P _ _ N T

Task 2 Discuss and Answer below questions with your classmates

Indonesia is a country which has so many wildlife diversity. It is estimated that there are more than 300,000 wildlife species or 17% of the world wildlife live in Indonesia.

1. Do you know any Indonesian animals?
2. Do you know where they live?
3. Have you ever seen them in zoo or jungle?
4. Can you tell your friend about their appearance or habit?

Task 3 Read the report about Komodo Dragon below. Then, discuss about the generic structure of the text.

Komodo Dragon



General Classification

Komodo Dragon is a large species of lizard found in the Indonesian islands of Komodo. It is the largest living species of lizard. The government lists them as a vulnerable animal. Komodo Dragons are protected under Indonesian law.

Specific Information

Komodo Dragons are very large, sometimes weighing as much as 135 kg and reaching staggering lengths of up to 3 meters. The female dragons are smaller, reaching maximum lengths of 2.4 meters and weighing in at 68 kg. Komodo Dragons are low to the ground with short, bowed legs. They have jagged, serrated teeth, positioned much like a shark's, and a yellow tongue.

Physical appearance

Komodo Dragons are carnivores. As the dominant predators on the handful of islands they inhabit, they will eat almost anything, including deer, pigs, smaller dragons, and even large water buffalo and humans. They will bite their prey and then let the poisonous bacteria in their mouths take over, slowing the animal to the point that it cannot run any longer.

Diet

Komodo Dragons are reported to live over 50 years. The mother dragon will make a nest to lay eggs into, and she can lay over 30 at a time. It takes about nine months until the eggs hatch. The young dragons will scurry into the treetops where they will live until they are big enough to take care of themselves. This keeps them from being hunted and eaten, mostly by other Komodo Dragons.

Reproduction

Task 4 Read the report text about Komodo Dragons. Then, choose the best answer for these questions.

- | | |
|---|--------------------|
| 1. What is the text about? | a. Deer, pigs. |
| 2. How much weight of a Komodo Dragon? | b. over 50 years. |
| 3. What is the color of Komodo Dragons' tongue? | c. Komodo Dragons. |
| 4. What Komodo dragons eat? | d. Tongue. |
| 5. How long Komodo Dragons can live? | e. 135 kg |

Task 5 Study the following explanation.

Report text

The text about the **Komodo Dragon** is a **report** text.

Report text classify and describe the phenomena of our world. We use them when we talk about whole class of things, e.g. "Bikes". Usually, you can find report text in encyclopedia, textbooks, scientific magazine, T.V. documentaries etc.

Report text different from Descriptive text. A Description only talks about one specific things, e.g. "My bike".

Report text has several stages that show schematic structure of the genre.

The stages of report are:

- General Classification
- Description of
 - appearance
 - parts(and their functions)
 - qualities
 - habits/behaviors etc.

As you can see in the Komodo Dragons text, there 4 paragraphs.

The first paragraph gives general classification of Komodo Dragons.

Then, there 3 paragraphs that give detail description of Komodo dragons.

The second paragraph is about physical appearance of Komodo Dragons.

The third paragraph is about Komodo Dragons' diet (What they eat and how the hunt).

The last paragraph is about their reproduction or how they reproduce.

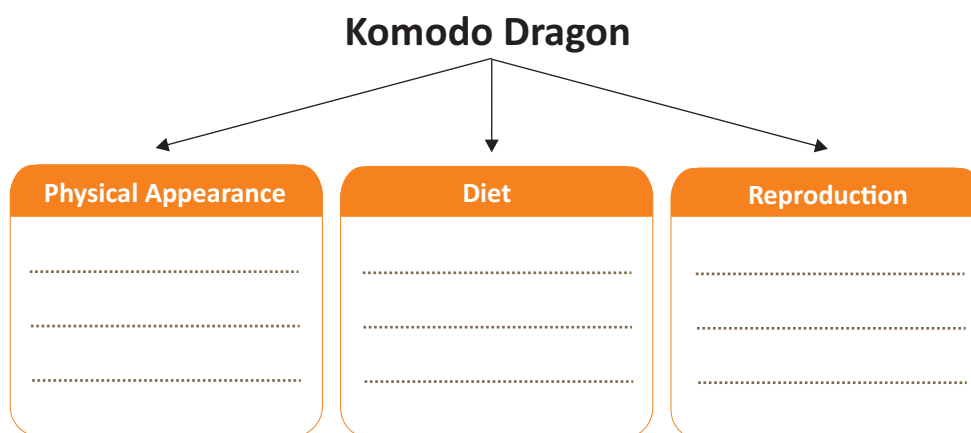
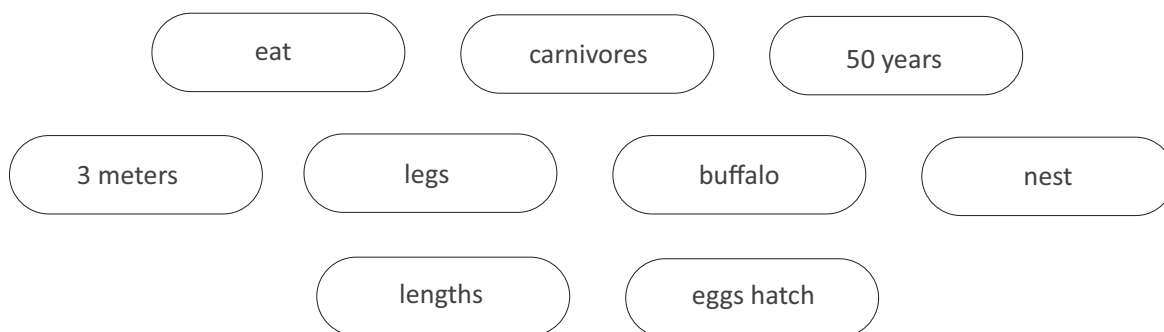
Language features of report text are:

1. Using conditional logical connection: when, so, etc
2. Usually use Simple Present Tense, and seldom use past tense (only if the thing is extinct)
3. The language is neutral or should be objective
4. Use of "be": is, am, are, was, were for the classification
5. Frequent use of "Passive sentence"
6. Often accompanied by photos, diagrams, maps and illustrations.

Task 6 Match each word below with its definition.

- | | |
|---------------|--|
| 1. Vulnerable | a. a part of an animal's body, sticking out from the base of the back |
| 2. Tail | b. to (cause an egg to) break in order to allow a young animal to come out |
| 3. Carnivores | c. an animal that eats meat |
| 4. Predator | d. able to be easily physically, emotionally, attacked |
| 5. Hatch | e. an animal that hunts, kills and eats other animals |

Task 7 Put these words into correct categories.



Task 8 Choose the correct categories for these statements.

Statements	Physical Appearance	Diet	Reproduction
1. Komodo Dragons eat pig and deer.			
2. Komodo Dragons live over 50 years.			
3. Komodo Dragons are low to the ground with short, bowed legs.			
4. Komodo Dragons have serrated teeth and a yellow tongue.			
4. Komodo Dragons bite their prey.			
5. The young dragons will scurry into the treetops until they are big enough to take care of themselves.			

Task 9 Study the following explanation.

Most of the sentences in the report text about Komodo Dragons are using Simple Presents Tense. Usually a **report** text uses **Simple Present Tense** (except the object is extinct). Let's learn about Simple Presents Tense with this explanation.

Simple Present Tense

You can use Simple Present Tense in 3 condition:

Repeated Actions

Use the Simple Present to express the idea that an action is repeated or usual.

The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens.

Example: I **play** tennis.

She **does not play** tennis.

Does he **play** tennis?

Facts or Generalizations

The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future.

Example: Cats **like** milk.

Birds **do not like** milk.

Do pigs **like** milk?

Scheduled Events in the Near Future

Speakers occasionally use Simple Present to talk about scheduled events in the near future.

This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Example: The train **leaves** tonight at 6 PM.

The bus **does not arrive** at 11 AM, it arrives at 11 PM.

When do we **board** the plane?

Look at these examples with the main verb like :

subject	main verb
He, she, it	like coffee.
I, you, we, they	likes coffee.

Task 10 Choose the correct verbs of these sentences.

1. The government (list / lists) them as vulnerable animal.
2. Komodo Dragons (eat / eats) deer, pigs etc.
3. The eggs (hatch / hatches) in about nine months.
4. It (take / takes) about nine months until the eggs hatch.
5. This (keep / keeps) them from being hunted and eaten.

Task 11

Study the following report. Then, in a pair answer the questions.

Siamang



Siamang is a species of ape. The siamang is one of nine species of gibbons. The siamang is the largest, darkest, and noisiest species of gibbon. Because of the rapid deforestation of their habitats, gibbons are an endangered species.

Siamangs are very small and lightweight. They have a small, round head, very long arms and a short, slender body. Siamangs, like all gibbons, have lightweight bones. Like all apes, they have no tail.

Male Siamangs are slightly larger than the females. Males are about 3 ft (90 cm) long and weigh about 15 pounds (7 kg). Siamangs have a reach of about 5 feet (1.5 m).

Siamangs are omnivores (eating plants and small animals). They forage for food in the forests during the day, eating fruit, and leaves. They also eat insects, spiders, bird eggs, and small birds.

Siamangs are social animals that are active during the day. Like other apes, siamangs groom one another. They clean the hair of a family member using their fingers. Unlike other apes, siamangs and gibbons do not make "sleeping nests." They simply sleep in a fork between branches.

Questions

1. What is the text about?
 - a. pig
 - b. siamang
 - c. insect
 - d. spiders
2. These are the characteristic of Siamang body, **except..**
 - a. round head
 - b. very long arms
 - c. heavyweight bones
 - d. have no tail
3. How much weight of a males Siamang?
 - a. 7 kg
 - b. 10 kg
 - c. 5 kg
 - d. 1.5 kg
4. What Siamangs eat, **except**?
 - a. spiders
 - b. bird eggs
 - c. small birds
 - d. tiger
5. How Siamangs clean the hair of a family member?
 - a. using their legs
 - b. using their tail
 - c. using their fingers
 - d. using their head

Task 12 In pairs, match the words with it's definition. You may use dictionary.

Words	Definition
1. species	a. an animal like a large monkey which has no tail.
2. ape	b. a structure built by some other animals to give birth or live in.
3. lightweight	c. busy with or ready to perform a particular activity.
4. tail	d. the amount that something or someone weighs.
5. large	e. a set of animals or plants in which the members have similar characteristics to each other.
6. weight	f. a part of an animal's body, sticking out from the base of the back.
7. omnivores	g. weighing only a little or less than average.
8. active	h. one of the parts of a tree that grows out from the main trunk and has leaves.
9. nests	i. an animal that is naturally able to eat both plants and meat.
10. branches	j. big in size or amount.

Task 13 Read 'Siamang' text and fill this information report from these words/ sentences. Work in group.

1. Endangered
2. They have a small, round head, very long arms and short, slender body
3. Males siamangs are weigh about 7 kg
4. Siamang
5. Siamangs active during the day
6. They clean the hair using their fingers
8. Siamangs are Omnivores
9. Siamangs do not make "sleeping nests"
10. Siamangs have reach of about 1.5 m



Name of the animal:

Species status:

Appearance:

Height:

Weight:

Diet:

Social habit:

Task 14 In pairs, study the following explanation.

In the report text about Siamang, we can find these sentences:

Siamang is the **largest** gibbons.

Male Siamangs are **larger** than the females.

The two different forms of that adjectives are called comparative/superlative adjectives.
Let's learn about it in this explanation.

Comparative/ Superlative forms of Adjective

Comparative adjectives compare two things.

Commonly, adjectives that contain only one syllable or end in 'y' use '-er' to form comparatives.

Examples: Larger, bigger, lower, colder, shorter.

Superlative adjectives compare more than two things.

When you want to express superlative you use **-est** or **most**.

Examples: Largest, biggest, lowest, coldest, shortest, most beautiful, most respectable.

The word 'than' typically appears in comparative sentences.

Amy is smarter than Betty.

Chad is stronger than Dan.

Superlatives are typically accompanied by the word 'the'.

Tom is the oldest man in town.

Paul is the tallest boy in the neighborhood.

Task 15 In a pair, complete the sentences using the correct words. You may change the forms of the words to suit the context.

1. Komodo Dragon is the species of lizard. (large)
2. Cheetah is the mammals. (fast)
3. Elephant is than cheetah. (slow)
4. Giraffe is than tiger. (tall)
5. Cat is than tiger. (small)

Task 16

Read the report about Sumatran Tiger. Then guess what categories of each paragraph described. Work individually.

Sumatran Tiger



The Sumatran tiger (*Panthera tigris sumatrae*) is a rare tiger subspecies that inhabits the Indonesian island of Sumatra. The Sumatran tiger is today a critically endangered species of tiger with only around 500 thought to be in the wild.

General
Classification

The Sumatran tiger is natively found only on the Indonesian island of Sumatra where the Sumatran tiger can be found inhabiting a variety of habitats from low and highland areas, to mountainous jungle and peat swamp forests.

Habitat

They have more stripes than other tigers. The black vertical stripes are narrower and a little closer to each other sometimes over-lapping. Striping occurs on the legs. The tail is usually slightly shorter than half of the body length.

.....

The Sumatran tiger is a dominant and carnivorous predator, hunting it's prey by stalking it until the Sumatran tiger has the opportunity to catch it off guard. Sumatran tigers primarily hunt larger mammals including deer, wild boar, cattle and goats.

.....

Due to the size and power of the Sumatran tiger, it has no natural predators in its native environment. Humans that hunt the Sumatran tiger and habitat loss are the only threats to the Sumatran tiger.

.....

After a gestation period of 3 to 4 months, the female Sumatran tiger gives birth to up to 5 cubs. Newborn Sumatran tiger cubs weigh about 1 kg (2 lb) and are blind and helpless. The mother feeds them milk for about 2 months and then the Sumatran tiger cubs are introduced to meat. Sumatran tiger cubs depend on their mother for the first 18 months and then they start hunting on their own.

.....

Task 17

Complete the words. Use the definition as clue.

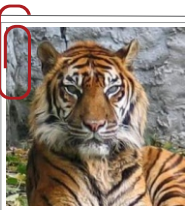
You can found the words in the report text about Sumatran tiger. Work individually.

Definition

1. B _ _ _ D	:	unable to see
2. P _ _ D _ T _ _	:	an animal that hunts, kills and eats other animals
3. S _ _ _ P	:	(an area of) very wet soft land
4. S _ _ _ _ E	:	a strip on the surface of something which is a different color from
5. W _ _ D	:	uncontrolled, violent or extreme

Task 18

Complete the sentences below with correct words. You can found it at "Sumatran Tiger" text. Work individually.



- Sumatran tiger is only around thought to be in the wild.
- Sumatran tiger is natively found only on
- The color of Sumatran tiger's stripes are
- Sumatran tiger's tail shorter than
- Sumatran tiger primarily hunt

Task 19

Analyze the generic structure of 'Sumatran tiger' text. Then, Put these words into correct categories.

carnivorous

tail

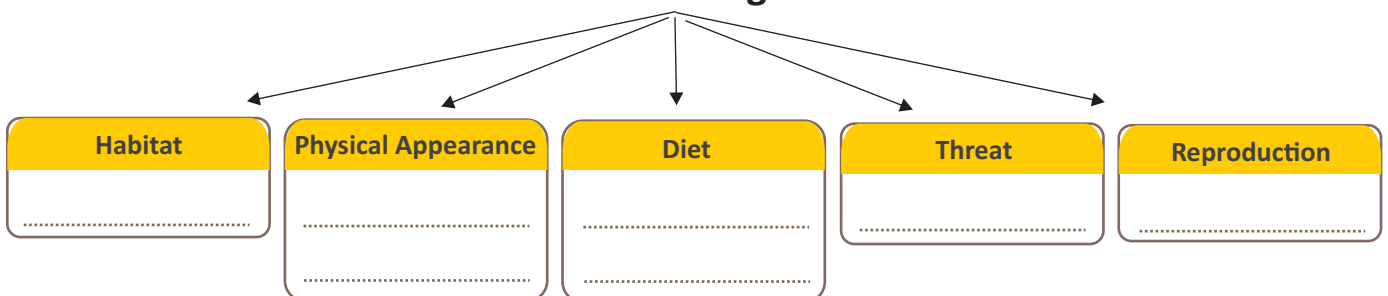
no natural predator

3 stripes

Island of Sumatra

newborn cubs

deer, wild boar

Sumatran tiger

Task 20 Choose the correct verbs of these sentences.

1. Sumatran tiger (is / am) is a rare tiger.
2. The black vertical stripes (is / are) a little closer to each other.
3. Sumatran tigers (hunt / hunts) larger mammals .
4. Newborn Sumatran tiger cubs (is / are) blind and helpless.
5. Newborn Sumatran tiger cubs (depend / depends) on their mother for the first 18 months.

Task 21 Complete the sentences using the correct words. You may change the forms of the words to suit the context.

1. The black vertical stripes are a little to each other sometimes over-lapping. (close)
2. The tail is usually slightlythan half of the body length. (short)
3. Sumatran tigers primarily hunt mammals. (large)

C. Evaluation

Task 22 Study the following report. Then, answer the questions.

Sumatran Rhinoceros



The Sumatran Rhinoceros is the only two-horned rhinoceros living in Asia. They are currently listed as critically endangered by the International Union for Conservation of Nature (IUCN). They are one of the rarest mammals found in the wild. There has also been a problem with their natural habitat being cleared to make way for industry and farms.

Sumatran Rhinoceroses are found in tropical rainforests in very isolated areas of Indonesia. Each rhinoceros will have a home area which appears to be essential to their survival. They are very territorial. Members use urine and feces to mark their territories.

The Sumatran Rhinoceros is distinctive in that they are covered with hair. Unlike other members of the species, their hair is long, shaggy, and reddish-brown. Both sexes have two horns growing out from their noses. Their front horn is noticeably larger than the back horn. The males' horns are somewhat larger than the females'.

Sumatran Rhinoceroses are herbivores and graze on many different kinds of plants. They seem to favor bamboo, figs and mangoes, but they will eat leaves, shrubs, shoots, bark, and vines. Sumatran Rhinoceroses can consume up to 110 pounds (50 kg) of food every day.

Questions

- What is the text about?
 - Sumatra Island
 - rainforest
 - bamboo
 - Sumatran Rhinoceros
- Where we can find Sumatran Rhinoceros?
 - tropical rainforest
 - desert
 - mountain
 - river
- These are the characteristic of Sumatran Rhinoceros, **except**...
 - long
 - small
 - shaggy
 - reddish-brown
- What Sumatran Rhinoceros eat?
 - leaves
 - meat
 - chicken
 - fish
- Sumatran Rhinoceroses can consume up to pounds of food every day.
 - 10
 - 500
 - 11
 - 110
- Sumatran rhinoceros use to mark their territories.
 - hair
 - urine and feces
 - food
 - horn
- The Sumatran Rhinoceros is distinctive in that they are covered with
 - stripes
 - feather
 - skin
 - hair
- How much horn that Sumatran Rhinoceros grow from their noses?
 - one
 - two
 - three
 - four
- Sumatran Rhinoceroses are herbivores. What is the meaning of herbivores?
 - an animal that eats meat/ other animals
 - an animal that eats anything
 - an animal that eats only plants
 - an animal that does not eat
- Sumatran Rhinoceroses eat all of these, **except**..
 - bamboo
 - chicken
 - mangoes
 - leaves

Scores

D. Reflection

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

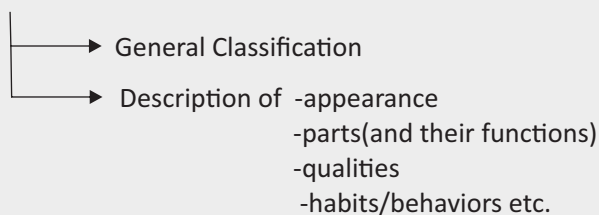
No	Aspects	Very Much	Not So Much
1.	Understand the purpose and generic structure of report text.		
2.	The use Simple Presents Tense in sentence.		
3.	Comparative and Superlative Adjective.		

Report text

Report text classify and describe the phenomena of our world. We use them when we talk about whole class of things, e.g. "Bikes". Usually, you can find report text in encyclopedia, textbooks, scientific magazine, T.V. documentaries etc.

Report text different from Descriptive text. A Description only talks about one specific things, e.g. "My bike".

Report text has several stages that show schematic structure of the genre.
The stages of report are:



Report text usually uses Simple presents tense. You can use Simple Present Tense in 3 condition:

Repeated Actions

Facts or Generalizations

Scheduled Events in the Near Future

Report text also use comparative and superlative form of adjective in comparison.

Comparative adjectives compare two things.

Commonly, adjectives that contain only one syllable or end in 'y' use '-er' to form comparatives.
Examples: Larger, bigger, lower, colder, shorter.

Superlative adjectives compare more than two things.

When you want to express superlative you use **-est** or **most**.

Examples: Largest, biggest, lowest, coldest, shortest, most beautiful, most respectable.

The word 'than' typically appears in comparative sentences.

Amy is smarter than Betty.

Chad is stronger than Dan.

Superlatives are typically accompanied by the word 'the'.

Tom is the oldest man in town.

Paul is the tallest boy in the neighborhood.

F. Vocabulary List

Words	Part of Speech	Meaning
active	adjective	aktif
ape	noun	kera
blind	adjective	buta
buffalo	noun	kerbau
carnivores	adjective	karnivora
eat	verb	makan
hatch	verb	menetas
leg	noun	kaki
length	noun	panjang
nest	noun	sarang
species	noun	jenis
lightweight	adjective	ringan
large	adjective	besar
omnivores	adjective	omnivora
branches	noun	cabang
endangered	adjective	terancam punah
predator	noun	predator
swamp	noun	rawa
stripe	noun	corak garis
tall	adjective	tinggi
tail	noun	ekor
vulnerable	adjective	rentan
wild	adjective	liar

G. References

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Websites:

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<http://www.indonesianfauna.com/komododragon.php>

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<http://www.grammar.cl/Present/Simple.htm>

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<http://www.talkenglish.com/Grammar/comparative-superlative-adjectives.aspx>

APPENDIX D

EXPERT JUDGMENT

EXPERTS' JUDGMENT QUESTIONNAIRE
READING MATERIALS USING A GENRE-BASED APPROACH
FOR THE NINTH GRADE STUDENTS OF SMPN 1 DEPOK IN THE FIRST SEMESTER

The aim of this evaluation sheet to determine the suitability learning material developed in this study, get critiques and feedback in the development of the learning material. The evaluation sheet consist eleven aspects, which are: goal, course grid, students' proficiency level, material development, organization of the materials, activity, teacher's role, setting, vocabulary, instruction, and layout. At the end, there are 3 questions about general opinion about the designed materials and the conclusion.

Before you give your opinion to the following statements, please pay attention to the Course Grid and the designed materials. Then, please read the statements and give your responses over the statements by putting a tick (✓) to the column:

- (SA)** if you are strongly agree with the statement.
- (A)** if you are agree with the statement.
- (U)** if you are agree or disagree (undecided) with the statement.
- (D)** if you are disagree with the statement.
- (SD)** if you are strongly disagree with the statement.

NO	Statement	SA	A	U	D	SD
----	-----------	----	---	---	---	----

Goals

1.	The developed material will accomplish the objective of the English teaching and learning process.					
2.	The developed materials improve students' understanding toward English.					
3.	The developed materials provide the knowledge of English.					
4.	The developed materials can improve students' vocabulary.					
5.	The developed materials can improve students' grammatical knowledge.					
6.	The developed materials can improve students' understanding toward some English text.					

Course grid

7.	The course grid are compatible with standard of competence and basic competence.					
8.	The language areas and knowledge in the course grid are in accordance with students' need.					

Students proficiency level

9.	The developed materials are appropriate with the students' English proficiency level.					
----	---	--	--	--	--	--

NO	Statements	SA	A	U	D	SD
----	------------	----	---	---	---	----

Material Development

10.	The developed materials contain variety of input text.					
11.	The developed materials contain interesting input text.					
12.	Input texts stimulate activities.					
13.	Input texts provide the correct model of language use.					
14.	Input texts provide topic for model of language use.					

Organization of the Materials

15.	The task in every unit have been developed from guided to free activities.					
16.	The task in every unit have been developed from easy to difficult.					
17.	The task in every unit have been developed from comprehension to production.					
18.	The task in every unit have been developed from accuracy to fluency.					

Activity

19.	The activity in the developed materials gives opportunities for students to learn reading.					
20.	The activity in the developed materials are interesting.					
21.	The activity in the developed materials are various.					

NO	Statements	SA	A	U	D	SD
22.	The activities in the developed materials are workable in the classroom.					

Teacher's Role

23.	The teacher's role tends to be the facilitator and mediator.					
-----	--	--	--	--	--	--

Setting

24.	The setting in the developed materials are various (work individually, in pairs, group, and whole class).					
25.	The individual work can help students developing their autonomy.					
26.	The pair and group work can help students improving their English ability.					

Vocabulary

27.	Every vocabulary given in each task is simple and understandable.					
28.	The developed materials improve the students' vocabulary.					

Instruction

29.	The instructions in every task are clear both for the teacher and the students.					
-----	---	--	--	--	--	--

Layout

30.	The layout of the materials is interesting.					
31.	The color compositions are arranged well.					
32.	The fonts are clear and easy to read.					

General opinion about the designed materials.

1. In general, what are your opinions for the designed materials?

2. What are the weaknesses of the designed materials?

3. What are your suggestions to improve the designed materials?

Conclusion

From the evaluation, it can be concluded that the materials that have been developed in this study are:

- a. well-developed and don't need any revision.
- b. well-developed but still need a revision.
- c. not well developed and need a lot of revision.

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Suciati, S.Pd

NIP : 198007062005012002

Institusi : Dosen Pendidikan Bahasa Inggris FBS UNY

Bidang Keahlian : Pengembangan Materi

Menyatakan bahwa materi pembelajaran *reading* untuk kelas IX semester pertama sebagai hasil dari skripsi dengan judul “Developing Reading Materials Using A Genre-Based Approach for The Ninth Grade Students of SMPN 1 Depok In The First Semester” dari mahasiswa:

Nama : Anwar Aji Suseno

NIM : 06202241066

Telah (siap/belum)* diujicobakan dengan menambah beberapa saran sebagai berikut:

1. _____

2. _____

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator,

Suciati, S.Pd
NIP. 198007062005012002

APPENDIX E

THE FINAL DRAFT

UNIT 1

Indonesian Wildlife

Have you ever been to a zoo?
Do you know any animals that live in Indonesia?

If so, what are they?

Have you ever read information about them in encyclopedia,
internet or zoo brochures?

Let's learn about animals as in the report texts in this unit.

A. Lead-in

Task 1 Do you know these animals? Complete their names. You can ask your classmates.



K _ _ _ D _ DRAGON



SUMATRAN T _ _ _ R



A _ E



E _ _ _ E



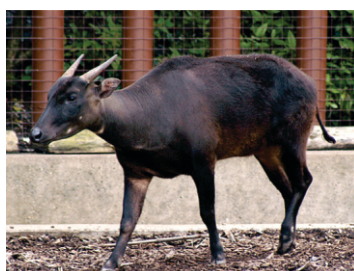
JAVANESE
R _ _ N _ _ _ S



ARWANA F _ _ _



CAS _ _ _ _ RY



A _ _ A



SUMATRAN E _ _ P _ _ N T

B. Reading activities

Task 2 Discuss and answer the questions below with your classmates.

Indonesia is a country with wildlife diversity. It is estimated that there are more than 300,000 wildlife species, or 17% of the world wildlife live in Indonesia.

1. Do you know any Indonesian animals?
2. Do you know where they live?
3. Have you ever seen them in the zoo or jungle?
4. Can you tell your friend about their appearance or habit?

Task 3 Read the report about Komodo Dragon below. Then, discuss about the generic structure of the text.

Komodo Dragon



General Classification

Komodo Dragon is a large species of lizard found in the Indonesian islands of Komodo. It is the largest living species of lizard. The government lists them as vulnerable animals. Komodo Dragons are protected under Indonesian law.

Specific Information

Komodo Dragons are very large, sometimes weighing as much as 135 kg and reaching staggering lengths of up to 3 meters. The female dragons are smaller, reaching maximum lengths of 2.4 meters and weighing in at 68 kg. Komodo Dragons are low to the ground with short, bowed legs. They have jagged, serrated teeth, positioned much like a shark's, and a yellow tongue.

Physical appearance

Komodo Dragons are carnivores. As the dominant predators on the handful of islands they inhabit, they will eat almost anything, including deer, pigs, smaller dragons, and even large water buffalo and humans. They will bite their prey and then let the poisonous bacteria in their mouths take over, slowing the animal to the point that it cannot run any longer.

Diet

Komodo Dragons are reported to live over 50 years. The mother dragon will make a nest to lay eggs into, and she can lay over 30 at a time. It takes about nine months until the eggs hatch. The young dragons will scurry into the treetops where they will live until they are big enough to take care of themselves. This keeps them from being hunted and eaten, mostly by other Komodo Dragons.

Reproduction

Task 4 Read the report text about Komodo Dragons. Then, choose the best answer for these questions.

- | | |
|---|-------------------|
| 1. What is the text about? | a. Deer, pigs |
| 2. How does a Komodo Dragon weigh? | b. over 50 years |
| 3. What is the color of Komodo Dragons' tongue? | c. Komodo Dragons |
| 4. What Komodo dragons eat? | d. yellow |
| 5. How long Komodo Dragons can live? | e. 135 kg |

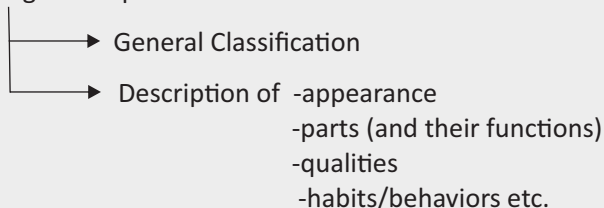
Task 5 Study the following explanation.

Report text

The text about the **Komodo Dragon** is a **report** text.
a report text classifies and describes the phenomena of our world. We use it when we talk about whole class of things, e.g. "Bikes". Usually, you can find a report text in encyclopedia, textbooks, scientific magazines, T.V. documentaries etc.

Report texts are different from Descriptive texts. A description only talks about one specific thing, e.g. "My bike".

A report text has several stages that show schematic structure of the genre.
The stages of report are:



As you can see in the Komodo Dragons text, on 4 paragraphs.
The first paragraph gives the general classification of Komodo Dragons.
Then, there 3 paragraphs that give detail description of Komodo dragons.
The second paragraph is about the physical appearance of Komodo Dragons.
The third paragraph is about Komodo Dragons' diet (What they eat and how they hunt).
The last paragraph is about their reproduction or how they reproduce.

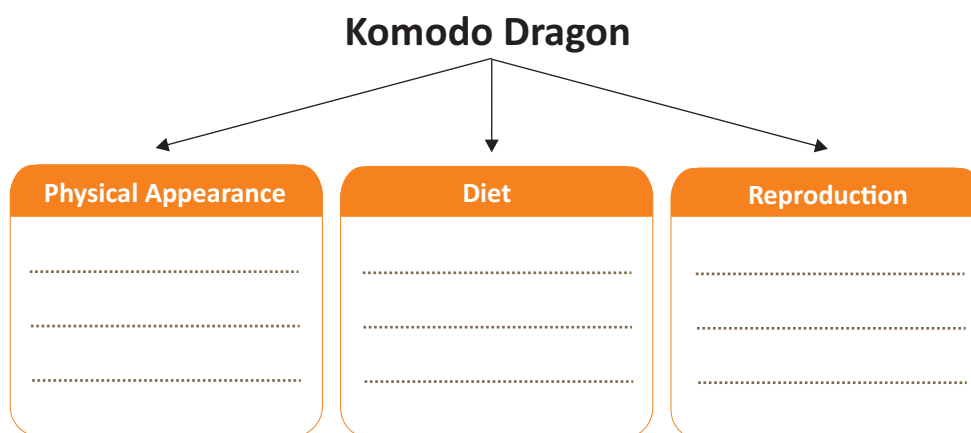
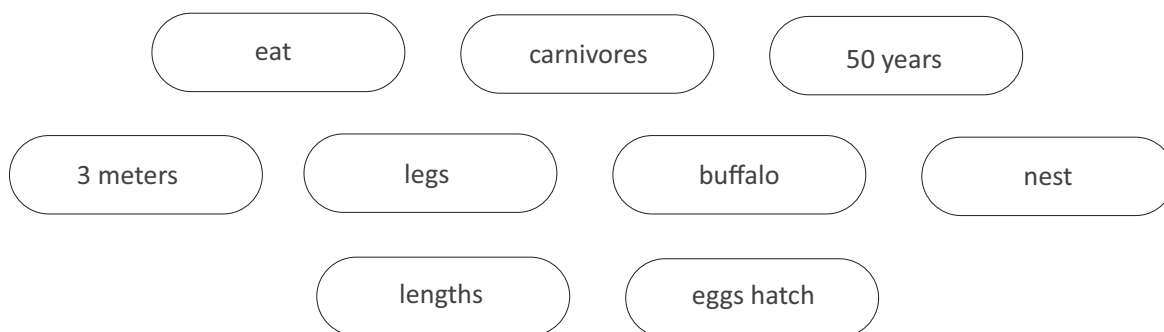
Language features of report text are:

1. Using conditional logical connection: when, so, etc.
2. Usually use Simple Present Tense, and seldom use past tense (only if the thing is extinct)
3. The language is neutral or should be objective
4. Use of "be": is, am, are, was, were for the classification
5. Frequent use of "Passive sentence"
6. Often accompanied by photos, diagrams, maps and illustrations

Task 6 Match each word below with its definition.

- | | |
|---------------|--|
| 1. vulnerable | a. a part of an animal's body, sticking out from the base of the back |
| 2. tail | b. to (cause an egg to) break in order to allow a young animal to come out |
| 3. carnivores | c. an animal that eats meat |
| 4. predator | d. able to be easily physically or emotionally attacked |
| 5. hatch | e. an animal that hunts, kills and eats other animals |

Task 7 Put these words into correct categories.



Task 8 Choose the correct categories for these statements.

Statements	Physical Appearance	Diet	Reproduction
1. Komodo Dragons eat pigs and deer.			
2. Komodo Dragons live over 50 years.			
3. Komodo Dragons are low to the ground with short, bowed legs.			
4. Komodo Dragons have serrated teeth and a yellow tongue.			
4. Komodo Dragons bite their prey.			
5. The young dragons will scurry into the treetops until they are big enough to take care of themselves.			

Task 9 Study the following explanation.

Most of the sentences in the report text about Komodo Dragons use Simple Presents Tense. Usually a **report** text uses **Simple Present Tense** (except when the object is extinct). Let's learn more about Simple Present Tense with this explanation.

Simple Present Tense

You can use Simple Present Tense in 3 conditions:

Repeated Actions

Use the Simple Present to express the idea that an action is repeated or usual.

The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens.

Example: I **play** tennis.

She **does not play** tennis.

Does he **play** tennis?

Facts or Generalizations

The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future.

Example: Cats **like** milk.

Birds **do not like** milk.

Do pigs **like** milk?

Scheduled Events in the Near Future

Speakers occasionally use Simple Present to talk about scheduled events in the near future.

This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Example: The train **leaves** tonight at 6 PM.

The bus **does not arrive** at 11 AM, it arrives at 11 PM.

When do we **board** the plane?

Look at these examples with the main verb like :

subject	main verb
He, she, it	likes flower
I, you, we, they	like flower

Task 10 Choose the correct verbs for these sentences.

1. The government (list / lists) them as vulnerable animals.
2. Komodo Dragons (eat / eats) deer, pigs etc.
3. The eggs (hatch / hatches) in about nine months.
4. It (take / takes) about nine months until the eggs hatch.
5. This (keep / keeps) them from being hunted and eaten.

Task 11

Study the following report. Then, in pairs answer the questions.

Siamang



Siamang is a species of ape. The siamang is one of nine species of gibbons. It is the largest, darkest, and noisiest species of gibbon. Because of the rapid deforestation of their habitats, gibbons are an endangered species.

Siamangs are very small and lightweight. They have a small, round head, very long arms and a short, slender body. Siamangs, like all gibbons, have lightweight bones. Like all apes, they have no tail.

Male Siamangs are slightly larger than the females. Males are about 3 ft (90 cm) long and weigh about 15 pounds (7 kg). Siamangs can reach of about 5 feet (1.5 m).

Siamangs are omnivores (eating plants and small animals). They forage for food in the forests during the day, eating fruit and leaves. They also eat insects, spiders, bird eggs, and small birds.

Siamangs are social animals that are active during the day. Like other apes, siamangs groom one another. They clean the hair of a family member using their fingers. Unlike other apes, siamangs and gibbons do not make "sleeping nests." They simply sleep in a fork between branches.

Questions

- What is the text about?
 - pig
 - siamang
 - insect
 - spiders
- These are the characteristic of Siamang body, **except..**
 - round head
 - very long arms
 - heavyweight bones
 - no tail
- How much a males Siamang weigh?
 - 7 kg
 - 10 kg
 - 5 kg
 - 1.5 kg
- Siamangs eat the following, **except..**
 - spiders
 - bird eggs
 - small birds
 - tiger
- How Siamangs clean the hair of a family member?
 - using their legs
 - using their tail
 - using their fingers
 - using their head

Task 12 In pairs, match the words with it definition. You may use a dictionary.

Words	Definition
1. species	a. an animal like a large monkey which has no tail
2. ape	b. a structure built by some other animals to give birth or live in
3. lightweight	c. busy with or ready to perform a particular activity
4. tail	d. the amount that something or someone weighs
5. large	e. a set of animals or plants in which the members have similar characteristics to each other
6. weight	f. a part of an animal's body, sticking out from the base of the back
7. omnivores	g. weighing only a little or less than average
8. active	h. one of the parts of a tree that grows out from the main trunk and has leaves
9. nests	i. an animal that is naturally able to eat both plants and meat
10. branch	j. big in size or amount

Task 13 Read the text on 'Siamang' and fill in from these words/ sentences. Work in groups.

1. endangered
2. They have a small, round head, very long arms and short, slender body.
3. Males siamangs are weigh about 7 kg.
4. Siamang
5. Siamangs active during the day.
6. They clean the hair using their fingers.
8. Siamangs are Omnivores.
9. Siamangs do not make "sleeping nests".
10. Siamangs can reach of about 1.5 m.



Name of the animal: _____

Species status: _____

Appearance: _____

Height: _____

Weight: _____

Diet: _____

Social habit: _____

Task 14 In pairs, study the following explanation.

In the report text about Siamang, we can find these sentences:

Siamang is the **largest** gibbons.

Male Siamangs are **larger** than the females.

The two different forms of those adjectives are called comparative and superlative adjectives. Let's learn about it in this explanation.

Comparative/ Superlative forms of Adjective

Comparative adjectives compare two things.

Commonly, adjectives that contain only one syllable or end in 'y' use '-er' to form comparatives.

Examples: **larger, bigger, lower, colder, shorter.**

Superlative adjectives compare more than two things.

When you want to express superlative you use **-est** or **most**.

Examples: **Largest, biggest, lowest, coldest, shortest, most beautiful, most respectable.**

The word 'than' typically appears in comparative sentences.

Amy is smarter than Betty.

Chad is stronger than Dan.

Superlatives are typically accompanied by the word 'the'.

Tom is the oldest man in town.

Paul is the tallest boy in the neighborhood.

Task 15 In pairs, complete the sentences using the correct forms of the words.

1. Komodo Dragon is the species of lizard. (large)
2. Cheetah is the mammals. (fast)
3. Elephant is than cheetah. (slow)
4. Giraffe is than tiger. (tall)
5. Cat is than tiger. (small)

Task 16

Read the report about Sumatran Tiger. Then guess the categories of each part.
Work individually.

Sumatran Tiger



The Sumatran tiger (*Panthera tigris sumatrae*) is a rare tiger subspecies that inhabits the Indonesian island of Sumatra. The Sumatran tiger is today a critically endangered species of tiger with only around 500 thought to be in the wild.

General
Classification

The Sumatran tiger is natively found only on the Indonesian island of Sumatra where the Sumatran tiger can be found inhabiting a variety of habitats from low and highland areas, to mountainous jungle and peat swamp forests.

Habitat

They have more stripes than other tigers. The black vertical stripes are narrower and a little closer to each other sometimes over-lapping. Striping occurs on the legs. The tail is usually slightly shorter than half of the body length.

.....

The Sumatran tiger is a dominant and carnivorous predator, hunting it's prey by stalking it until the Sumatran tiger has the opportunity to catch it off guard. Sumatran tigers primarily hunt larger mammals including deer, wild boar, cattle and goats.

.....

Due to the size and power of the Sumatran tiger, it has no natural predators in its native environment. Humans that hunt the Sumatran tiger and habitat loss are the only threats to the Sumatran tiger.

.....

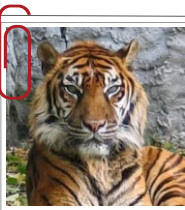
After a gestation period of 3 to 4 months, the female Sumatran tiger gives birth to up to 5 cubs. Newborn Sumatran tiger cubs weigh about 1 kg (2 lb) and are blind and helpless. The mother feeds them milk for about 2 months and then the Sumatran tiger cubs are introduced to meat. Sumatran tiger cubs depend on their mother for the first 18 months and then they start hunting on their own.

.....

Task 17 Complete the words. Use the definition as the clue.
Work individually.

Definition	
B _ _ _ D	: unable to see
P _ _ D _ T _ _	: an animal that hunts, kills and eats other animals
S _ _ _ P	: (an area of) very wet soft land
S _ _ _ _ E	: a strip on the surface of something which is a different color from
W _ _ D	: uncontrolled, violent or extreme

Task 18 Complete the sentences below with correct words. You can find it in “Sumatran Tiger” text.
Work individually.



1. Sumatran tiger is only around thought to be in the wild.
2. Sumatran tiger is natively found only on
3. The color of Sumatran tiger’s stripes are
4. Sumatran tiger’s tail is shorter than
5. Sumatran tiger primarily hunts

Task 19 Analyze the generic structure of ‘Sumatran tiger’ text. Then, Put these words into correct categories.

carnivorous

tail

no natural predator

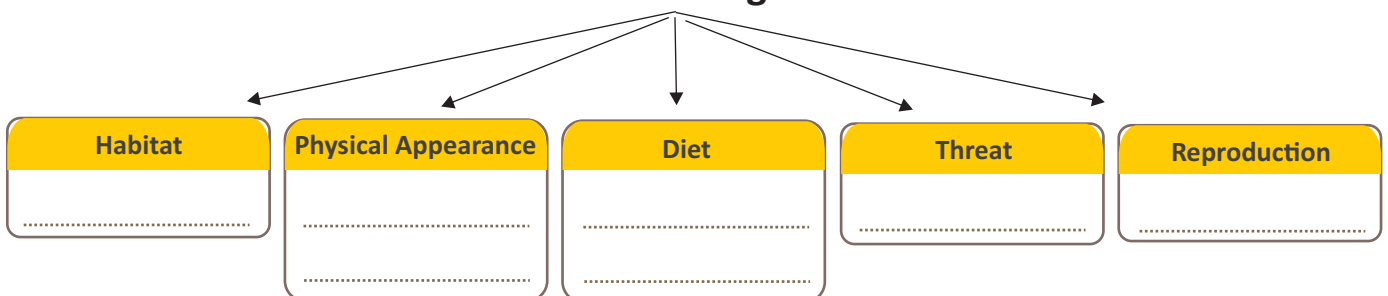
3 stripes

Island of Sumatra

newborn cubs

deer, wild boar

Sumatran tiger



Task 20 Choose the correct verbs of these sentences.

1. Sumatran tiger (is / am) a rare tiger.
2. The black vertical stripes (is / are) a little closer to each other.
3. Sumatran tigers (hunt / hunts) larger mammals .
4. Newborn Sumatran tiger cubs (is / are) blind and helpless.
5. Newborn Sumatran tiger cubs (depend / depends) on their mother for the first 18 months.

Task 21 Complete the sentences using the correct words. You may change the forms of the words to suit the context.

1. The black vertical stripes are a little to each other sometimes over-lapping. (close)
2. The tail is usually slightlythan half of the body length. (short)
3. Sumatran tigers primarily hunt mammals. (large)

C. Evaluation

Task 22 Study the following report. Then, answer the questions.

Sumatran Rhinoceros



The Sumatran Rhinoceros is the only two-horned rhinoceros living in Asia. They are currently listed as critically endangered by the International Union for Conservation of Nature (IUCN). They are one of the rarest mammals found in the wild. There has also been a problem with their natural habitat being cleared to make way for industry and farms.

Sumatran Rhinoceroses are found in tropical rainforests in very isolated areas of Indonesia. Each rhinoceros will have a home area which appears to be essential to their survival. They are very territorial. Members use urine and feces to mark their territories.

The Sumatran Rhinoceros is distinctive in that they are covered with hair. Unlike other members of the species, their hair is long, shaggy, and reddish-brown. Both sexes have two horns growing out from their noses. Their front horn is noticeably larger than the back horn. The males' horns are somewhat larger than the females'.

Sumatran Rhinoceroses are herbivores and graze on many different kinds of plants. They seem to favor bamboo, figs and mangoes, but they will eat leaves, shrubs, shoots, bark, and vines. Sumatran Rhinoceroses can consume up to 110 pounds (50 kg) of food every day.

Questions

- What is the text about?
 - Sumatra Island
 - rainforest
 - bamboo
 - Sumatran Rhinoceros
- Where can we find Sumatran Rhinoceros?
 - tropical rainforest
 - desert
 - mountain
 - river
- These are the characteristics of Sumatran Rhinoceros, **except**...
 - long
 - small
 - shaggy
 - reddish-brown
- What do Sumatran Rhinoceros eat?
 - leaves
 - meat
 - chicken
 - fish
- Sumatran Rhinoceroses can consume up to pounds of food every day.
 - 10
 - 500
 - 11
 - 110
- Sumatran rhinoceros use to mark their territories.
 - hair
 - urine and feces
 - food
 - horn
- The Sumatran Rhinoceros is distinctive in that they are covered with
 - stripes
 - feather
 - skin
 - hair
- How many horns that Sumatran Rhinoceros grow from their noses?
 - one
 - two
 - three
 - four
- Sumatran Rhinoceroses are herbivores. What is the meaning of herbivores?
 - an animal that eats meat/ other animals
 - an animal that eats anything
 - an animal that eats only plants
 - an animal that does not eat
- Sumatran Rhinoceroses eat all of these, **except**..
 - bamboo
 - chicken
 - mangoes
 - leaves

Scores

D. Reflection

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

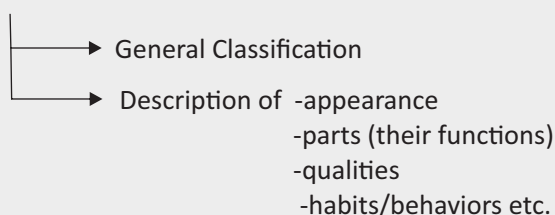
No	Aspects	Very Much	Not So Much
1.	Understand the purpose and generic structure of report text		
2.	The use of Simple Present Tense in sentence		
3.	Comparative and Superlative Adjective		

Report text

a report text classifies and describes the phenomena of our world. We use it when we talk about whole class of things, e.g. "Bikes". Usually, you can find report text in encyclopedia, textbooks, scientific magazine, T.V. documentaries, etc.

Report texts are different from Descriptive texts. A Description only talks about one specific thing, e.g. "My bike".

A report text has several stages that show the schematic structure of the genre. The stages of report are:



A report text usually uses Simple present tense. You can use Simple Present Tense in 3 conditions:

Repeated Actions

Facts or Generalizations

Scheduled Events in the Near Future

A report text also uses comparative and superlative forms of adjectives in comparison.

Comparative adjectives compare two things.

Commonly, adjectives that contain only one syllable or end in 'y' use '-er' to form comparatives. Examples: Larger, bigger, lower, colder, shorter.

Superlative adjectives compare more than two things.

When you want to express superlative you use **-est** or **most**.

Examples: Largest, biggest, lowest, coldest, shortest, most beautiful, most respectable.

The word 'than' typically appears in comparative sentences.

Amy is smarter than Betty.

Chad is stronger than Dan.

Superlatives are typically accompanied by the word 'the'.

Tom is the oldest man in town.

Paul is the tallest boy in the neighborhood.

F. Vocabulary List

Words	Part of Speech	Meaning
active	adjective	aktif
ape	noun	kera
blind	adjective	buta
buffalo	noun	kerbau
carnivores	adjective	karnivora
eat	verb	makan
hatch	verb	menetas
leg	noun	kaki
length	noun	panjang
nest	noun	sarang
species	noun	jenis
lightweight	adjective	ringan
large	adjective	besar
omnivores	adjective	omnivora
branches	noun	cabang
endangered	adjective	terancam punah
predator	noun	predator
swamp	noun	rawa
stripe	noun	corak garis
tall	adjective	tinggi
tail	noun	ekor
vulnerable	adjective	rentan
wild	adjective	liar

G. References

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<http://www.indonesianfauna.com/siamang.php>

<http://worldwildlife.org/species/sumatran-rhino>

<http://a-z-animals.com/animals/sumatran-rhinoceros/>

<http://www.grammar.cl/Present/Simple.htm>

<http://www.englishpage.com/verbpage/simplepresent.html>

<http://www.talkenglish.com/Grammar/comparative-superlative-adjectives.aspx>

UNIT 2

Indonesian Cuisine

Indonesia is known for delicious cuisine or food.

Do you know any Indonesian cuisine?

Have you ever tasted it?

Let's explore tasteful Indonesian cuisine and learn how to cook it!

When you cook something you need a recipe to help you cook it.

In this unit, we will learn how to follow recipes well.

A. Lead-in

Task 1

Do you know these delicious Indonesian cuisine? Complete their names.

You can ask your classmates and search the words in the dictionary.



S _ _ _ Y



F _ _ _ D RICE



MEAT B _ _ L



ICED T _ A



CHICKEN PORR _ _ _ E



CHICKEN NO _ _ _ E



T _ _ U



S _ _ C E



P _ _ _ L E S

Task 2

Match these kitchen utensil pictures with their names. Then discuss their functions with your classmates.

☐☐☐☐☐☐☐☐☐

• plate

• frying pan

• steamer

• blender

• glass

• fork

• teapot

• knife

• spoon


B. Reading activities

Task 3

Read the instruction on how to make ginger drink and discuss with your classmates about the purpose of the text and the generic structure of the text.

Goal ←

Ginger Drink



This amount of ingredients is for one glass of drink.

Material needed {

Ingredients:

- 2 to 3 thin slices of fresh ginger, peeled
- 1/2 litter of water
- 2 spoon full of brown sugar/ white sugar

Method or steps {

Directions:

First, put the ginger and water into a teapot.
Next, heat the teapot until the water is boiled.
Then, add the sugar and stir to dissolve the sugar.
Finally, your ginger drink is ready to be served.

Task 4

Match these keywords in 'Ginger drinks' text with it definitions.

- | | |
|----------------|--|
| 1. ingredients | a. a sweet substance, used to make food and drinks sweet. |
| 2. boil | b. to remove the skin of fruit and vegetables. |
| 3. sugar | c. food that is used with other foods in the preparation of a particular dish. |
| 4. stir | d. to mix a liquid by moving an object such as a spoon in a circular pattern. |
| 5. peel | e. to reach, or cause something to reach, the temperature at which a liquid starts to turn into a gas. |

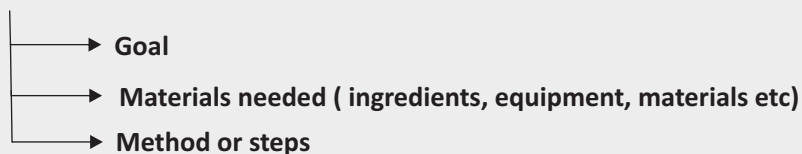
Task 5 Study the following explanation.

Procedure text

The text about the 'Ginger Drink' is a **procedure text**.

Procedure text describe how something is accomplished through a sequence of actions or steps. Procedures are used in product instructions, carrying out tasks, giving direction, recipe etc.

Procedures text has several stages that show the schematic structure of the genre. The stages of procedures are:



Language features of procedure texts are:

1. the use of Simple Present Tense: goes, get, gives, puts etc.
2. the use of precise vocabulary, e.g. 'whisk', 'lukewarm'; etc.
3. the use of connectives to sequence the actions in time, e.g. 'then', 'first', 'now' ; etc.
4. In giving instructions we usually use words that tell us actions.

Here are some sentences using those words:

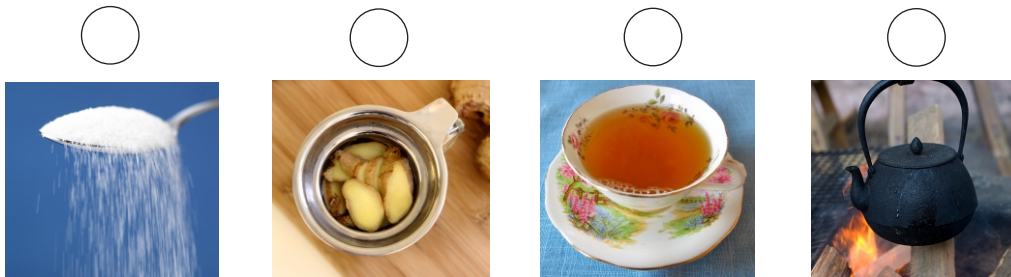
- a. **Put** the ginger and water into a teacup.
- b. **Heat** until the teacup whistle or the water is boiled.
- c. **Add** the sugar and **stir** to dissolve the sugar.

Task 6 Read the 'Ginger Drink' text again and decide whether the following statements are true or false.

Statements	True	False
1.The recipe shows how to make ginger drinks.		
2. You do not need to slice the ginger.		
3. You need 1 liter of water.		
4. You need to peel the ginger before adding to water.		
5. You put the ginger after the water is boiled.		
6. You cannot use white sugar.		
7. Your ginger drink is ready after the water is boiled.		

Task 7 Match these steps in making Ginger drinks with the correct illustrations.

- 1 First, put the ginger and water into a teapot.
- 2 Next, heat the teapot until the water is boiled.
- 3 Then, add the sugar and stir to dissolve the sugar.
- 4 Finally, your ginger drink is ready to be served.



Task 8 Read the following procedure on how to make *Serabi*. Then in groups, answer the questions to check your comprehension.



Serabi

Ingredients:

- 50 grams of wheat flour
- 225 grams of granulated sugar
- ½ kg of rice flour
- ¼ teaspoon vanilla powder
- ¼ teaspoon instant yeast
- ¼ teaspoon baking soda
- 450 cc coconut milk to the batter
- 1 egg
- 400 cc of water

The process:

- ◆ First, mix rice flour with wheat flour. Then, add vanilla powder, yeast, baking soda and eggs. Stir well.
- ◆ Next, mix water with sugar, stirring until dissolved. Then pour it into the flour, stir well.
- ◆ Then, add the coconut milk and stir it into a thick *Serabi* batter.
- ◆ After that, prepare a pan of clay and heat it. Pour enough batter onto the griddle. Wait until the *Serabi* cooked.
- ◆ Finally, The *Serabi* is ready to be served.

Questions

- What is the text about?
 - The use of coconut
 - How to make *Serabi*
 - How to make coconut milk
 - How to make sugar
- What is the purpose of the text?
 - to discuss about the taste of *Serabi*
 - to discuss about the many kinds of *Serabi*
 - to discuss about how to make *Serabi*
 - to discuss about how much calories in *Serabi*
- Why you need these ingredients to make *Serabi*, **except..**
 - wheat
 - flour
 - baking soda
 - coffee
- Based on the text, how much rice flour do you need?
 - 2.5 kg
 - 400 cc
 - 1/2 kg
 - 50 grams
- What do you need to prepare after you mixed the ingredients?
 - blender
 - knife
 - a pan of clay
 - steamer

Task 9 Complete the sentences with the suitable words.

• eggs

• heat

• sugar

• mix

• batter

- If you water to 100°C it turns into steam.
- You need to make your drink taste sweet.
- Chicken will produce every month.
- is a thick mixture of flour, eggs, milk etc used for making *Serabi*.
- is the synonym of combine.

Task 10 In a group, match the photos with the correct name. You can use a dictionary to guess the names.

① flour

② teaspoon

③ coconut milk

④ pan of clay

⑤ water



Task 11 Study the following explanation.

connectors

In the recipe text '*Serabi*' in Task 8, you find the following sentences:

First, mix rice flour with wheat flour.

Then, add vanilla powder.

Next, mix water with sugar, stirring until dissolved.

After that, prepare a pan of clay, heat.

Finally, the Serabi is ready to be served.

First, then, next, after that, finally are **connectives**.

We use the connectors of sequence to order events. Usually, this order is based on time. Connectives usually are followed by a comma.

The correct order is :

first - next- then- after that- finally

Task 12 Complete the instruction with the correct connectives.

Iced Cendol

Ingredients:

- cendol
- palm sugar syrup
- coconut milk
- jackfruit
- shaved ice/ ice cube

The process:

- ◆, put some cendols into a tall glass,
- ◆, pour palm sugar syrup and coconut milk (separate layers).
- ◆, add some jackfruit into the mix, cut into small cubes.
- ◆, add shaved ice or just ice cubes.
- ◆, Ice Cendol is ready to be served.



Task 13

Read the following procedure on how to make Indonesian Fried Rice. Then individually, answer the questions to check your comprehension.

Indonesian Fried Rice

**Ingredients:**

- 6 shallots
- 3 garlic
- 5 g shrimp paste, toasted
- 10 g red chili
- 3 eggs
- 150 g chicken breast
- 1/4 cup cooking oil
- 600 g rice
- 1 teaspoon pepper
- 3 tablespoon soy sauce
- 1 spring onion, chopped
- Shallot flakes
- 1 fried egg

The process:

- ◆ Grind shallots, garlic, shrimp paste and chili to vine paste.
- ◆ Heat cooking oil in a wok and stir-fry the spice paste for 2 minutes, till brownish.
- ◆ Push spices to one side of wok and pour the eggs into the wok.
- ◆ Quickly scramble the egg for a minute.
- ◆ Mix the eggs with spices, break them into smaller pieces.
- ◆ Add rice, pepper and soy sauce.
- ◆ Stir-fry everything quickly over high heat for 6-7 minutes.
- ◆ Add spring onion and celery. Mix well.
- ◆ Serve warm with condiments such as sliced tomatoes/cucumber, fried egg, etc.

Questions

1. **What** food recipe you can learn from above text?
2. **What** do you need to make Indonesian fried rice?
3. **How** many steps are there to make Indonesian fried rice?
4. **Where** do you heat the cooking oil?
5. **How** long do you need to stir-fry the spice paste?

Task 14 Study this following explanation

Question Words

The words in bold in Task 13 are called **Question Words**.
They are questions whose answers are considered basic in information-gathering.

The most common question words in English are the following:

WHO is only used when referring to people.

WHERE is used when referring to a place or location.

WHEN is used to refer to a time or an occasion.

WHY is used to obtain an explanation or a reason.

WHAT is used to refer to specific information.

WHICH is used when a choice needs to be made.

HOW is used to describe the manner that something is done.

Task 15 Complete the names of these pictures. You can search the dictionary.
Work individually.



S _ _ _ _ OT



G _ _ _ _ C



SH _ _ _ P



E _ _



C _ _ _ RY



T _ _ A _ _ _



W _ K



R _ _ E



CHICKEN B _ _ A _ T



CO _ _ _ _ G OIL



PE _ _ _ R

Task 16

Match these steps in making Indonesian fried rice with the correct illustrations.

1. Grind shallots
2. Heat cooking oil in a wok
3. Quickly scramble the egg
4. Add rice
5. Add spring onion

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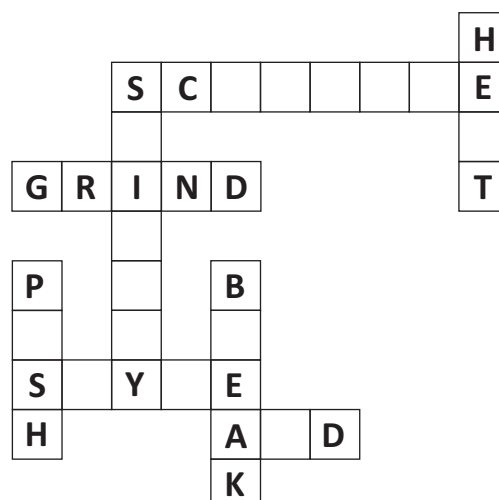

Task 17

Based on the text in Task 13, decide whether the statements are TRUE or FALSE.

Statements	True	False
1. The recipe shows how to make Indonesian Fried Rice.		
2. You do not need red chilli.		
3. You need 6 shallots.		
4. You need to chop the spring onion.		
5. You need 3 fried eggs.		
6. You need to heat cooking oil in a wok.		
7. You need to scramble the eggs for a minute.		
8. You need 3 tablespoons of pepper.		
9. You need to break the mix of eggs and spices into smaller pieces.		
10. You do not need to add spring onion and celery.		

Task 18

Find eight action verbs in task 13 text to complete this crosswords. The first one has been done for you.



Task 19

Read the following procedure on how to make Gado-Gado. Then answer the questions to check your comprehension.

Gado-Gado

Ingredients:

- 2 pieces of 2-inch tofu
- 3 medium potatoes
- ½ cucumber
- ½ cup bean
- 1½ cup cabbage
- 1 cup long beans
- 1 sliced hard-boiled chicken egg
- Cooking oil



The process:

- ◆ Drain the tofu and fry until golden brown.
- ◆ Put the tofu on some kitchen towels to drain off any excess oil.
- ◆ Peel the potatoes and boil until they are cooked.
- ◆ Use a fork to test – if it pokes right through, you know that it is ready.
- ◆ Cut the potatoes into 1 inch cubes.
- ◆ Cut the cucumber into 1½ inch long thin slices.
- ◆ Tear off the top and bottom parts of the bean.
- ◆ Peel off the stringy fiber along the spines.
- ◆ Cut the long beans into 1½ inch long slices.
- ◆ Blanch the cabbage and long beans in boiling water for about 30 seconds.
- ◆ Blanch the bean sprouts in boiling water for about 10 seconds.
- ◆ Drain and allow them all to cool.
- ◆ Put all the ingredients into a salad bowl.
- ◆ Add satay sauce.
- ◆ Mix well and serve.

Questions

1. What is the text about?
 - a. How to make Satay
 - b. How to make fried egg
 - c. How to make Gado-gado
 - d. How to make sugar
2. These are the ingredients needed to make Gado-gado, **except...**
 - a. potatoes
 - b. cucumber
 - c. long beans
 - d. ginger
3. According to the text, how many medium potatoes do you need?
 - a. 3
 - b. 10
 - c. 1
 - d. 5
4. Why do you need to put the tofu on towels?
 - a. to make it more delicious
 - b. to make it sweet
 - c. to make it bigger
 - d. to drain off any excess oil
5. What do you need to test the potatoes whether it is ready or not?
 - a. finger
 - b. fork
 - c. towel
 - d. bowl
6. What do you need to do to the cucumber?
 - a. crush it with hammer
 - b. throw it to garbage
 - c. cut it into 1½ inch long thin slices
 - d. keep it in refrigerator
7. How long do you need to cut the long beans?
 - a. 1 inch long slices
 - b. 11 inch long slices
 - c. 10 inch long slices
 - d. 1½ inch long slices
8. According to the text, where do you serve the mixed ingredients?
 - a. in a salad bowl
 - b. in a cup of glass
 - c. in banana leaves
 - d. in a plate
9. What do you need to add after all the ingredients are put into a salad bowl ?
 - a. onion
 - b. egg
 - c. satay sauce
 - d. chilli pepper
10. How many items of the ingredients do you need to make Gado-gado?
 - a. 2 items
 - b. 4 items
 - c. 6 items
 - d. 8 items

D. Reflection

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

No	Aspects	Very Much	Not So Much
1.	Understand the purpose and generic structure of procedure text.		
2.	The use of connector (first, then, next, after that, finally).		
3.	The functions of question words.		

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connectors

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WHICH is used when a choice needs to be made.

HOW is used to describe the manner that something is done.

F. Vocabulary List

Words	Part of Speech	Meaning
batter	noun	adonan
blender	noun	blender
coconut milk	noun	santan kelapa
egg	noun	telur
flour	noun	tepung
fork	noun	garpu
frying pan	noun	wajan
glass	noun	cangkir gelas
heat	verb	memanasi
ingredient	noun	bahan
knife	noun	pisau
mix	verb	mencampur
pan of clay	noun	panci tanah liat
peel	verb	menguliti
plate	noun	piring
spoon	noun	sendok
steamer	noun	panci uap
stir	verb	mengaduk
sugar	noun	gula
teapot	noun	teko
tea spoon	noun	sendok teh
water	noun	air
whistle	verb	bersiul

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